DOCUMENT RESUME

ED 163 695 EC 112 665

AUTHOR Bachtel, Dolores H.; Smallwood, Wayne N.
TITLE Design and Implementation of a Field Service Program for the Moderately Mentally Handicapped.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE Jun 78
NOTE 132p.; Practicum report submitted in partial fulfillment of the requirement for the degree of Doctor of Education, Nova University

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Educational Assessment; *Mentally Handicapped; *Program Development; *Psychomotor Skills; Secondary Education; *Skill Development; *Social Development; Students; Trainable Mentally Handicapped

ABSTRACT

A group of 20 middle school students worked to improve the bowling, skating, and swimming skills of 50 moderately mentally handicapped children, while also providing the handicapped children with increased individual interaction, and increased social self-management skills. Assessment instruments were designed to measure the objectives. The teacher assistants worked with the handicapped children one-half day per week from March-June, and each morning for three hours for the month of July. All objectives were met, and both teachers and teacher assistants felt the program deserved expansion and institutionalization. (Appendixes include, in part, the parents' survey, the skills checklist, a literature review, and a handbook.) (PHR)

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DESIGN AND IMPLEMENTATION OF A FIELD SERVICE PROGRAM FOR THE MODERATELY MENTALLY HANDICAPPED

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Practicum report, submitted in partial fulfillment
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June, 1978

EC112665

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Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University.

Group Practicum
Washington, D. C. Cluster II
Submitted: June 23, 1978

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DOCUMENT RESUME

AUTHORS	Bachtel, Dolores H. Smallwood, Wayne N.
TITLE	Design and Implementation of a Field Service Program for the Moderately Mentally Handicapped
PUB DATE	June, 1978
NOTE	122 pages; Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University, Fort Lauderdale, Florida
DESCRIPTORS	Field Experience Programs; Leisure Time; Mentally Handicapped; Mental Retardation; Peer Relationships; Program Tutoring; Recreational Activities; Special Schools; Tutorial Programs

ABSTRACT

As participants in a field service program, twenty middle school students acted as teacher assistants helping a group of fifty moderately mentally handicapped children improve their skills in bowling, skating, and swimming. The three specific objectives for which the field service was designed and implemented were: (1) To increase the moderately retarded students' individual skills in certain recreational activities, (2) To increase the moderately retarded students' opportunity to have individual interaction with staff and assistants, and (3) To increase the moderately retarded students' acceptable self-management skills socially required in recreational activities.

Because of the uniqueness of the program the authors spent several months designing assessment instruments to measure the students' skills in the specific recreational activities included in the program. Additionally, the checklists to monitor student-teacher interaction and student self-management skills were designed and used as both pre- and post- measurements.

The teacher assistants helped teach and supervise the retarded students one-half day per week from March through June in the three activities. During July the teacher assistants helped every day from 9:00 A.M. to 12:00 Noon for four weeks of summer school.

The objectives were met well beyond original expectations through a comprehensive program that included activities such as bowling, skating, swimming, outdoor education, Special Olympics, Garbage Can Carnival, Lollipop Concert, and summer school activities.

The specific skills' improvement, the increase in the teacher-student interaction, and the improvement in certain self-management skills clearly demonstrated the value of this program. Both the teachers and teacher assistants reported that the program merited expansion and institutionalization.

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INTRODUCTION

The Montgomery County Public School System, Montgomery County, Maryland, has for many years been viewed as a leader in educational innovation. While maintaining a comprehensive educational program, the system has always been a national leader in developing programs that address the changing and expanding needs of the public. The public has recently acknowledged the need and the right of the handicapped student in public education to learn how to participate as normally as possible, wherever and whenever possible. This would include activities both in and out of school and activities related to work and play. This practicum report explains how two Montgomery County schools worked cooperatively to improve the educational experiences of a group of moderately mentally handicapped students.

Longview School is a special education school serving the moderately, severely, and profoundly mentally handicapped student. One hundred forty students, ranging in age from five to twenty-one, comprise the Longview population. The organization within the school varies; one part is self-contained classrooms, the other departmentalized. The professional staff is composed of twenty-three special education-trained teachers. Some of the teachers also have specialties in music, physical education, reading, speech therapy, and physical therapy. There are twenty-two classroom aides, and many of these paraprofessionals are teacher-trained.

The curriculum stresses communications and language, functional numbers, functional living skills, perceptual motor skills, arts and crafts, music, physical education, pre-vocational and vocational training, and personal and social growth. The program also focuses on the development of each student's progress from young childhood toward adult maturity, while stressing activities of daily living needed for greater independence in the home and community.

The Maryland State Department of Education has recently funded a complete renovation of the Longview School's physical facilities. Other than the addition of a therapy tank, the new building still does not adequately provide the facilities needed for leisure time and recreational activities of the students.

These moderately mentally handicapped or moderately retarded students have a mental intelligence quotient of thirty to fifty-five. Mental age as an adult will range from about six to nine years. They range from being totally non-verbal to being able to use conversational speech. The child may not be toilet-trained or may toilet independently. Characteristics of the young moderately retarded child include little or no eye contact, short attention span, restlessness, lethargy, inability to follow one-step directions, and little or no self-help skills. Learning usually is most successful when the training is repetitive and very slow-paced. While all of these students will probably be dependent or semi-dependent on others for basic support throughout their

lives, the authors believe that they can participate in many activities previously thought to be beyond their capabilities.

The income level of the families in Longview's community is quite wide-spread, ranging from complete support by welfare agencies to salaries in or close to the six-figure bracket. These variances are due partly to the fact that this level of mental retardation is no respector of race, income, education level, etc., but rather it cuts across all levels.

Southlawn Middle School is located in the same county as Longview School yet serves quite a different student population. Four hundred twenty-five students in grades five through eight attend Southlawn Middle School. Fifth and sixth graders are placed with interdisciplinary teams of teachers working at each grade level. The seventh and eighth graders follow the county curriculum which emphasizes subject departmentalization. The staff is a mixture of secondary and elementary-trained teachers.

The income level of the families in Southlawn's community ranges from complete support by welfare agencies to salaries in the mid-twenties. Housing costs vary. Present market value of residences in the area run from twenty thousand dollars to a smattering in the upper fifties. A significant portion of the community lives in public housing.

Although Southlawn students are between ten and fourteen years old, thus not old enough for employment, many students have

expressed a desire for work-related experiences. The student government on occasion has asked that the school establish work experiences within the school where students could gain skills that might be transferred to real job responsibilities as they move closer to employment age. Since a basic philosophy of the middle school is that learning best occurs through cooperation not competition, it has always been rewarding to the staff to see that the students were asking for service-type activities.

The school previously initiated such service activities as office aides, teacher aides, cafeteria helpers, and an audio-visual club. Since these activities had always been eagerly pursued by a large segment of the student population, there were always more students desiring additional responsibilities than Southlawn could accommodate.

The Southlawn staff has always encouraged the students to assume more responsibilities. In this respect, the staff agrees with Leon Hymovitz's position that if you desire to give a child a feeling of achievement, the child needs a chance to experience success and accomplishment at a purposeful task. He supports the age-old maxim, docemur docendo, he who teaches, learns. Children learn from each other in and out of class situations and in various informal settings. Students helping children may take place virtually anywhere. He concludes that

the highest distinction to which one can aspire is the privilege of rendering service to others.[1]

Peter Madden also emphasizes that children need people in order to be human. Through playing and working with others older and younger than he is, the child discovers what he can do and who he can become. A child acquires new interests and skills and learns the meaning of tolerance, cooperation, and compassion through exposure and interaction with adults and children of different ages.[2]

James Coleman contends that young people will become more responsible only when they are given more opportunities to exercise responsibility, and not before. As adults, youth will need to have a well-developed capacity to act responsibly when other persons are dependent on them. They also need to work cooperatively and interdependently with others. Too often schools are not designed for systematic development of responsibility or for interdependent work. Coleman supports social commentators such as Alvin Toffler in urging that children and youth engage in socially useful work, which is often called "motion" or "service" learning. Coleman encourages that consideration be

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[1]Leon Hymovitz, "Children Helping Children," THE NATIONAL ELEMENTARY PRINCIPAL, 54 (May/June, 1975), pages 41-43.

[2]Peter C. Madden, "People and Places for Learning," THE NATIONAL ELEMENTARY PRINCIPAL, 54 (May/June, 1975), page 29.

given to augmenting the "academics" with experiences and activities that use a wider range of abilities and aim toward a broader sense of maturity.[3]

In light of the above, the administrators of the two schools (authors of this practicum report) accepted the challenge of addressing the recreational and leisure time activity needs of the moderately mentally handicapped students through a field service experience in which the students in the regular education program work with a small number of special education students. An effort to design and implement a program that would serve the needs of both school populations appeared to be a worthwhile innovation.

An initial concern of one practicum writer, the assistant principal of Southlawn Middle School, was whether it was wise to have non-retarded students interact with retarded students as much as the program might demand. Was there a danger or an advantage to the Southlawn students, and would the Longview students really benefit from the proposed interaction? While this program was unique to our system there was evidence, according to Lee Snyder, Tony Apolloni, and Thomas Cooke, that both retarded and non-retarded children are favorably changed as a result of their interaction. These authorities state:

> As non-retarded children grow up with the experience of direct, personal interactions with their retarded

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[3]Harold G. Shane, "An Interview with James S. Coleman on the Problems of Youth," TODAY'S EDUCATION, 64:2 (March/April, 1975), pages 74-76.

peers, the general level of societal understanding and acceptance of the retarded may be expected to increase while the old attitudes of fear and mistrust should be diminished through early firsthand experience with this population. Secondly, as a result of such structured interactions with their non-retarded peers, retarded individuals may be expected to grow up with greater repertoires of socially acceptable interactive behaviors and fewer of the stereotyped retarded behaviors which so often have led to ostracism and ridicule of the retarded. Finally, and perhaps most significantly, such early training should equip the retarded individual with the processes (e.g. selective imitation of context appropriate behavior) that will enable him to adapt to novel situations in which the specific normal behavior required is not already within his repertoire.[4]

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[4]Snyder, Lee, Tony Apolloni, and Thomas P. Cooke, "Integrated Settings at the Early Childhood Level: The Role of Non-Retarded Peers," EXCEPTIONAL CHILDREN, XLIII (February, 1977), pages 263-265.

IDENTIFICATION OF THE NEED

General Statement of the Problem

Until recent years, activities such as bowling, skating, and swimming were not considered instructional activities for anyone who was moderately mentally handicapped. Such activities were considered impossible to teach for several reasons. First, the moderately retarded child is dependent upon others to teach him or her the motor skills necessary to perform at a functional level. This teaching has to be done with individual attention since progress is slow. The degree of individual attention needed cannot be provided in the typical ten-to-one student/teacher ratio found in the special education classroom. Secondly, the local schools are largely dependent on the use of public resources, since the school system does not have the facilities needed to support such activities as bowling, skating, and swimming. Because of this, many teachers are hesitant to begin any program with such limitations. Thus, the public schools' impact on preparing these moderately mentally handicapped students for recreational and leisure time activities has been far less than adequate.

The Longview staff realized that with its present curriculum they would not have any lasting effect on the way their students spent their leisure hours and recognized a need to focus on leisure time activities as part of their ongoing school

program. They agreed with Robert M. Day and Michael Day's position that leisure time skills should be an important and vital feature in any program for the severely and moderately retarded. These authorities state:

> This population is frequently burdened with enforced leisure time due to shortened school program and lack of employment as adults. For many mentally handicapped persons, this time is compounded by the fact that these individuals are unable to participate in regular programs within the community without special support. If the educational programs are to affect the quality of life for the mentally handicapped individuals, then instruction in the use of leisure and free time is essential. Leisure time skills are deserving of the same time, energy, and creativity as is devoted to instruction in self-help and academic skills.[5]

The publicity surrounding the nationally supported Special Olympics has done much to demonstrate to the public that both the physically and mentally handicapped child has more potential in recreational activities than was previously imagined. The television exposure and the support given to the program by prominent athletes, actors, actresses, and other public figures have brought the abilities rather than the disabilities of the

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[5]Day, Robert M., and H. Michael Day, "Leisure Skills Instruction for the Moderately and Severely Retarded: A Demonstration Program," EDUCATION AND TRAINING OF THE MENTALLY RETARDED, 12 (April, 1977), page 128.

physically and mentally handicapped child into prominence. The enjoyment and satisfaction demonstrated by the participants have surely affected every citizen who has viewed the Special Olympics' activities.

The publicity shows clearly the product of the effort by many dedicated individuals and organizations, but it does not clearly describe the time, effort, and resources that are needed to prepare the students for the various types of athletic activities. Handicapped students do not simply participate — much time, effort, and resources are required before any recreational activities can be safely and enjoyably managed by mentally handicapped students.

The two schools involved in this project attempted to design and implement a program that would realistically provide the individualized instruction and attention needed to prepare Longview's moderately mentally handicapped students for active participation in selected leisure time recreational activities. Major emphases of the program were improving the moderately mentally handicapped students' motor skills necessary for participation and developing basic social skills needed to interact with regular students.

At the same time several students from Southlawn Middle School had the opportunity to participate in a field service program in which they could provide a service to others

and gain realistic work experiences. These students, acting as teacher assistants, could gain firsthand information about the moderately mentally handicapped child and, as a result, become more informed and, hopefully, more accepting of the moderately retarded child.

Parent Survey and Teacher Discussion

A parent survey administered in October, 1976, indicated that the parents of the moderately mentally handicapped children at Longview realized that their youngsters spent much of their leisure time as passive observers of others in recreational activities or watching television. Among the other things that the sixty-eight parents who responded to the survey indicated was that seventy-eight per cent of their children spent less than two hours a week participating in active leisure-time activities. These same parents stated that eighty per cent of these same children spent approximately the same amount of time per week observing others in physical activities, and twenty per cent spent from two to five hours per week watching others in physical activities. Seventy-four per cent of the students spent more than ten hours per week watching television. Every parent said that they would like to see a greater emphasis on physical and/or recreational-type activities in the school program. (See Appendix I: page 44.)

Teacher discussion during a Longview staff meeting revealed that every teacher felt that recreational activities should be

an important part of the moderately mentally handicapped child's ongoing curriculum. They were, however, reluctant to approach such an undertaking since one hundred per cent of the teachers felt that without a significant change in the teacher/student ratio they could not adequately supervise nor instruct their students. Their feelings generally paralleled those of the parents, but they were not going to initiate a program unless the students could be both properly supervised and properly taught. Their resistance to beginning a new program was viewed as concern for the students' well-being rather than a negative attitude toward an innovative program.

Both the parent survey and teacher discussion indicated that a program to improve skills in the recreational areas would surely benefit the Longview students. Now that the concerns of the authors had been substantiated, they were determined to design and implement a field service program that would improve the handicapped students' skills necessary to participate in certain recreational activities.

First the authors and the Longview staff selected three recreational activities that were high choices of both the parents and the staff: bowling, skating, and swimming. They, then, administered a pre-program checklist to all of the participating students in each of the activities. The data showed very little mastery of any of the basic skills needed,

yet everyone agreed that the students could develop many of these skills.

Pre-Program Skills Checklists

The skills checklists were developed by the authors, in cooperation with the participating Longview staff. The instruments were designed to obtain an individual student's skill level in each activity upon entering the program. This information helped the authors in at least two ways.

First, as a needs assessment instrument, the checklist determined if the students were significantly weak in the skills needed to participate in the three activities. Since the tests showed considerable weaknesses, a need for a comprehensive instructional program in the three sports was justified. Secondly, the data were used to compare to post-program tests to determine how much progress each child had accomplished as a result of the practicum effort.

The checklists were designed to test the major skills necessary for participation, with supervision, in the bowling, skating, and swimming activities. They begin at a very basic level of skill development and progress in difficulty toward independent participation.

Five Longview classes of moderately retarded students, each consisting of ten students already enrolled, were selected to participate. The students' physical sizes, chronological ages, and functioning levels suggested that these classes could benefit the most from the program.

Each of these fifty students was individually tested in the areas of bowling, skating, and swimming during practice sessions with the authors and teachers who administered the tests. These activities were held during school time at local public recreational facilities. Several practice sessions were held before the actual pre-tests were administered.

The results of the pre-program physical motor skills tests in bowling indicated that only two participants picked up the ball from the rack and rolled it down the lane without assistance using one hand. No student stood behind the foul line without fouling without physical and/or verbal prompting. All students rolled gutter balls at least once in every three frames. Only one student scored as high as sixteen to twenty-four points in a five frame game. (See Appendix II: page 45.)

In skating, only ten participants put on their skates without help. Although twenty students stood in skates without support, only ten students moved in their skates without support. No student took more than ten steps in skates without assistance. Only ten students skated one to ten feet without assistance.
(See Appendix II: page 46.)

In swimming, ten participants entered the water without assistance. Only one student went completely under water without assistance for seven to ten seconds. Two students floated without assistance for one to three seconds. All students required

help to prone glide and glide with kicking. (See Appendix II: pages 47-48.)

An interaction analysis checklist was designed to determine the amount of direct teacher-student interaction that occurred during class time. This checklist was developed by the authors and participating Longview teachers using Flanders Interaction Analysis as a guide. The authors each observed the five participating teachers from Longview in typical classroom activities. A total of twenty ten-minute observations were made before the program began, each teacher observed twice by each author. During the observations, the predominant interaction was marked for each thirty seconds; thus, each observation consisted of twenty notations. The results were studied by the participating teachers who thought that the items reflected their major interactions with their students. The pre-program checklists indicated that more time was spent talking to the entire class or to small groups than to individual students. The adult responded to an individual student's question/need fifteen times with the answer directed to the entire class. This information supported the teachers' positions that without additional assistance they could not properly teach the skills necessary for recreational activities. (See Appendix VIII: page 105.)

As part of the needs assessment data, a student self-management skills checklist was developed. The checklist items were selected because of their direct relationship to successful participation

in recreational type activity. Each student was observed by one of the authors or participating teachers for ten minutes divided throughout the activity. It was noted if, during the observed time, the student acted in accordance with a particular behavior listed on the checklist. Although it was obvious that the students wanted to participate in the activities, the checklist showed clearly that these students did not have the self-management skills needed to participate in recreational activities in a normal environment. (See Appendix VIII: page 107.)

OBJECTIVES OF THE PRACTICUM

The data from the pre-program checklists verified, as had been surmised, that the Longview students were not physically and socially performing successfully in the recreational activities of bowling, skating, and swimming. The objectives of the program were designed based on the observed needs of the students. The authors set forth the following objectives and evaluative procedures:

Objective Number One

To increase the moderately retarded students' individual skills in certain recreational or leisure time activities.

Evaluation:

By August, 1977, thirty-five out of the fifty Longview students participating in the program will have increased their performance skills by ten per cent in bowling, swimming, and skating as compared to the pre-test administered during January, 1977.

Objective Number Two

To increase the Longview students' opportunities to have individualized interaction with staff and assistants.

Evaluation:

By August, 1977, personnel working with the moderately retarded students in the recreational/leisure time activities will increase individual interaction with Longview students by twenty-five per cent as measured by the Interaction Analysis Checklist when compared to the pre-practicum analysis administered in January, 1977.

Objective Number Three

To increase Longview students' acceptable self-management skills socially required in recreational and/or leisure time related activities.

Evaluation:

By August, 1977, thirty-five out of fifty moderately retarded students will show a ten per cent gain in self-management skills relating to recreational and leisure time related activities as measured on the observed acceptable behavior checklist and compared to the pre-practicum analysis checklist administered in January, 1977.

IMPLEMENTATION OF THE PROGRAM

A great deal of time and effort was spent in designing, developing and implementing the pre-program needs assessment instruments. After two months of hard work by the authors and the participating Longview staff, the implementation of the program could begin.

Up to this point most of the work had been done without input from the Southlawn staff or students. Now it was time to focus on the teacher assistants who would be selected from Southlawn's seventh and eighth grades. Since there were fifty moderately mentally handicapped students in the program it was decided that there would need to be a minimum of ten teacher assistants and ten alternates. These teacher assistants would be responsible for teaching and supervising the moderately mentally handicapped children in the various recreational activities included in the program.

The authors met with the Southlawn staff to explain the program. Recognizing that some teachers and parents may have concerns about the Southlawn students working with mentally handicapped children for an extended period, the authors searched for literature that would support their effort. This information which focused on the interaction between retarded and non-retarded students and the value of peer tutoring was distributed at the staff meeting and later at a parent meeting. (See Appendix III: pages 49-52.)

There were many questions asked by the staff. Through the initial meeting and several other meetings the Southlawn staff realized that the program would benefit students from both schools. Everyone agreed that while twenty students would be directly involved as teacher assistants and alternates, only two staff members from Southlawn would be needed for the first year.

A teacher and a counselor from Southlawn, who were both very enthusiastic about the program, volunteered. The counselor, who had some experience working with mentally handicapped patients while he was in college, agreed to direct an in-service program designed to increase the teacher assistants' understanding of the moderately mentally handicapped child. Additionally, he volunteered to help the teacher assistants in designing and maintaining an on-going log--a daily account of their experiences, feelings, and interactions while acting as teacher assistants.

The Southlawn teacher participating in the program decided to help with the in-service program and ensure that the teacher assistants maintained the level of academic achievement expected of them by requiring and seeing that each teacher assistant made up any missed assignments as a result of his/her participation in the program.

Selection of Teacher Assistants

A student survey was administered and the results indicated that more than enough Southlawn students were interested in hearing more about the program. While the students lacked firsthand experiences with retarded children, the survey results showed that many would be interested in participating in the program. (See Appendix IV: page 53.)

Shortly after the survey results were available, the authors scheduled two meetings. First there was a meeting with all students who indicated that they were interested. During this meeting the authors further explained the role of the teacher assistants and the selection process.

The authors, five Longview teachers, and two Southlawn teachers agreed that the teacher assistants should initially have the following specific responsibilities:

Assist the students in pre- and post- activity preparation.

Supervise students while securing needed equipment.

Assist students to designated areas.

Accompany students to the rest rooms.

Answer students' questions.

Along with these supervisory responsibilities that were necessary to allow the teachers time just prior to the activity for last minute preparation, the teacher assistants were responsible for:

Supervising individual practice sessions with one-to-one ratio.

Demonstrating specific activity skills.

Communicating student progress to the teacher.

Teaching specific activities to individuals or small groups of students.

Encouraging students to stay on task.

Suggesting teaching activities.

The selection of effective teacher assistants would ultimately affect the results of the program; so to ensure that the teacher assistants would be responsible and productive, the following criteria were used. The teacher assistant must be:

A seventh or eighth grade student.

Interested in becoming a teacher assistant.

Recommended by teachers.

Able to maintain a B average throughout the program.

Recommended by the counselor.

Able to demonstrate through records that he/she has shown responsible behavior throughout previous school years.

Able to secure parental permission.

A committee consisting of the two authors and the participating Southlawn staff met to select the teacher assistants and alternates from the forty-one who showed an interest in the program. Only twenty-three of the interested students met all of the selection criteria. It was first agreed that all twenty-three students would be invited to participate, ten as teacher assistants and thirteen as alternates. This quickly changed to the twenty

that had been originally prescribed because three students elected not to participate. Although they were encouraged to stay with the program, they felt that they could not afford to miss any school. Thirteen of the teacher assistants and alternates were male, seven female; six black, fourteen white; and thirteen seventh graders, seven in the eighth grade.

Southlawn Parent Meeting

Shortly after the teacher assistants and alternates were selected, a meeting was scheduled with the participants' parents. The purpose of the meeting was to communicate to the parents the purpose and objectives of the program and to explain the role of the teacher assistants. The parents reviewed the supporting literature provided by the authors and participated in an informal exchange of ideas and questions. At least one parent of each teacher assistant and alternate was present, and all were very supportive of the program. (See Appendix V: pages 54-57.)

In-service Program

Since the selected teacher assistants had little or no experience in this kind of program it was agreed that an in-service program was needed. The in-service topics were selected after input from the Longview staff and the teacher assistants had been obtained.

During February the counselor and teacher met with the teacher assistants during their teacher-advisor periods

each day for a week. These in-service sessions lasted for forty-five minutes. The major areas addressed during the in-service sessions were:

I. The moderately mentally handicapped child
   A. Characteristics
   B. Abilities
   C. Interests

II. The field service program
   A. Specific objectives
   B. Teachers' responsibilities
   C. Teacher assistants' responsibilities
   D. Questions and answers

III. Recreational program
   A. Bowling
   B. Skating
   C. Swimming

IV. Management control
   A. Do's
   B. Don'ts

V. Related experiences
   A. Outdoor education
   B. Special Olympics
   C. Garbage can carnival
   D. Lollipop concert
   E. Summer school

VI. Miscellaneous information
   A. Handbook
   B. Logs
   C. Recognizing progress of student
   D. Related fields of work

The teacher assistants agreed that weekly meetings of this type should continue at least throughout March and April. The weekly after school meetings combined with the intensive in-service sessions resulted in the teacher assistants having a better understanding of their responsibilities. The students

saw the in-service program as being quite effective. (See Appendix VI: pages 58-65.)

School Visits

Finally in an effort to introduce the teacher assistants and alternates to the Longview students participating in the program, two visits were scheduled. The twenty Southlawn students spent nearly an entire day at Longview School where they observed the students in their classes. This was followed by a return visit when ten Longview students spent a half day with the teacher assistants and alternates. Each teacher assistant was paired with an alternate and this team ensured that a Longview buddy would actively participate in the planned program.

During the in-service sessions the teacher assistants and alternates, with the help of the counselor, planned activities for the participating Longview students. The activities included a tour of the building, recreational games in the gymnasium, craft activities in a home economics class, and finally lunch with the Southlawn students. (See Appendix VII: pages 94-100.)

Related Experiences

Outdoor Education:

Each year Longview School participates in a week long educational experience at a residential camp. The underlying concept of the outdoor education experience is to combine academic lessons focusing on science and the natural environment and group living experiences. The students, teacher assistants, and staff live, study, and interact together while living at the camp. The experience has always been

well received by staff, students, and parents. (See Appendix VI: pages 66-75.)

Special Olympics:

Annually the Montgomery County School System, in cooperation with the Rockville JayCees and the Maryland State Special Olympics Committee, sponsors the Special Olympics. Each spring students from various special education schools throughout the state prepare for track and field competitive activities. These activities are augmented with competitive swimming contests. The games and contests are designed for active participation by both mentally and physically handicapped children. The emphasis is on participation rather than competition. Under the guidance and direct supervision of the staff and teacher assistants, the students eagerly participate in the activities and every participant receives formal recognition for his/her individual achievements. (See Appendix VI: pages 76-80.)

Garbage Can Carnival:

During the spring the local school staff, Parents-Teachers Association, teacher assistants, and volunteers design a carnival type atmosphere where students can spend a morning or an afternoon enjoying such activities as dart throwing, pie throwing, weight guessing, obstacle courses, hat-making, balloon bursting, et cetera. Simply stated the Garbage Can Carnival is a mini-carnival developed with existing materials and resources to entertain the moderately mentally handicapped students through active participation in low skill games and games of chance. (See Appendix VI: page 81.)

Lollipop Concert:

The Montgomery County Department of Recreation sponsors a youth band that enables students from all parts of the county to perform at various functions throughout the year. During the spring they perform at a large open air theater in the park. This particular performance is designed to interest the moderately mentally handicapped child. The music is lively and the show encourages audience participation through hand clapping, foot stomping, cheering, et cetera. The audience enjoys good music and are genuinely entertained. The Lollipop Concert is a good way to welcome spring. Each teacher assistant is responsible for supervising three students throughout the concert. (See Appendix VI: pages 79-80.)

Summer School:

Longview students do not end the school year in June as the other Montgomery County Public School students do. The Longview students attend four weeks of summer school each year as part of their regular schooling. The students continue to receive academic instruction at their levels; however, more recreational activities are included in the program. The teacher assistants join the staff in assisting with the instruction of the recreational activities. (See Appendix VI: pages 83-92.)

TEACHING STRATEGIES

The responsibilities of implementing the program depended a great deal on the participating Longview teachers. Their leadership would both guide and develop a program that would effectively use the teacher assistants. Providing an on-going opportunity for the moderately retarded student to interact with the non-retarded students was an important consideration in developing the teaching strategies. The Longview teachers were convinced that they would be able to use a wider variety of instructional methods and learning activities which would be more effective if the teacher/student ratio was small.

The teacher assistants were assigned to work with a particular teacher throughout the program. The teachers met once a week to plan specific responsibilities for the teacher assistants assigned. The goal was to provide for individual student practice of needed skills. The teachers spent a short period of time before each instructional period explaining to the teacher assistants what the daily objectives for the group or individual would be. The teacher assistants often taught the skill and assisted in supervising individual student's practice. On other occasions, the teacher assistants demonstrated the skill while the teacher explained to their small group of target students. Under

supervision, the teacher assistants did on occasion tasks similar to those of the teachers. They were immediately available to intervene in disputes, assist in emergencies, and supervise the pre- and post- activity periods. The assistants were used as extensions of the teachers. They were the additional arms, legs, eyes, ears, and very often brains.

The teacher assistants spent one half day each week teaching and supervising the students in the scheduled activities. The summer school program allowed the teacher assistants daily contact with the Longview students. Each of the three activities had the equivalent of fifteen hours of actual practice time.

EVALUATION AND CONCLUSIONS

Evaluation of the Program

In an effort to evaluate the success of the field service program, the authors, the participating staff, and to some degree the teacher assistants studied the program objectives.

Objective Number One:

To increase the moderately retarded students' individual skills in certain recreational or leisure time activities.

Evaluation:

By August, 1977, thirty-five out of the fifty Longview students participating in the program will have increased their performance skills by ten per cent in bowling, swimming, and skating as compared to the pre-test administered during January, 1977.

Many more than thirty-five of the Longview students increased their performance skills in bowling, skating, and swimming as compared to the pre-test administered in January, 1977. The authors and the Longview staff realized that evaluating student performance through percentages was not valid. There was no continuum of improvement by which percentages could be realistically assigned. Instead, the objective was modified so that it read; Thirty-five of the fifty participating students will improve their performance skills in at least three categories described on the skills checklists when the pre- and post-program results are compared. The authors agreed that it was

not a matter of failing to reach objective one but rather modifying the objective to better communicate the amount of student performance improvement.

During the month of August, 1977, the authors and Longview staff administered the post-program checklists. The fifty Longview students who had just completed six months of activities were tested. Testing conditions were as much like the original testing conditions as could be managed. The purpose of the post-test was to determine how well certain objectives of the practicum were met. The post-test was similar to the pre-test in both format and substance.

The results of the post-program physical motor skills tests in bowling indicated that twelve participants picked up the ball from the rack and rolled it down the lane without assistance using one hand. Only ten students needed both physical assistance and verbal prompting to stay behind the foul line. Eighteen students bowled with acceptable accuracy. Fifteen students scored over twenty-five points in a five frame game. (See Appendix VIII: page 101.)

In skating, eighteen participants put on their skates without help. Only five students did not have some skating skills by the end of the program. Thirty-five students still needed assistance to skate, but ten students skated one to ten feet without assistance. Three students skated between eleven and twenty-five feet without assistance, and two students skated between twenty-six and fifty feet without assistance. (See Appendix VIII: page 102.)

In swimming, twenty participants entered the water without assistance. Ten students went completely under the water without assistance for seven to ten seconds. Five students floated without assistance for one to three seconds. Seven students were able to prone glide with assistance for one to three feet. (See Appendix VIII: pages 103-104)

At least thirty-five students improved their skill performance in at least three categories described on the skills checklists when the pre- and post-program results are compared. The three product objectives were met and showed clearly that this type of program is worthy of inclusion in the on-going school program. The Longview students received the needed input to prepare them both physically and socially to participate with supervision in normal recreational activities. The strategies used were suitable and educationally sound. The results have encouraged the staff and authors to expand the program for the coming year.

Objective Number Two:

To increase the Longview students' opportunities to have individualized interaction with staff and assistants.

Evaluation:

By August, 1977, personnel working with the moderately retarded students in the recreational/leisure time activities will increase individual interaction with Longview students by twenty-five per cent as measured by the Interaction Analysis Checklist when compared to the pre-practicum analysis administered in January, 1977.

In every instance but one the post-test data showed that the improvement in individual interaction between staff and students far surpassed the pre-program expectations. In several instances the improvement reached beyond two hundred per cent of the pre-program notations. In every observable instance there was more than the twenty-five per cent change that was predicted. Everyone agreed that this objective had been met. (See Appendix VIII: pages 105-106.)

Objective Number Three:

To increase Longview students' acceptable self-management skills socially required in recreational and/or leisure time-related activities.

Evaluation:

By August, 1977, thirty-five out of fifty moderately retarded students will show a ten per cent gain in self-management skills relating to recreational and leisure time related activities as measured on the observed acceptable behavior checklist and compared to the pre-practicum analysis checklist administered in January, 1977.

This objective and evaluative criteria had to be changed since the staff decided that the data available could not communicate student improvement as stated in the pre-program objective. Instead, the objective should be stated as: There will be a twenty per cent increase in the number of students improving in a particular self-management skill category. The

increased number of students showing improvement will be evident in at least five of the self-management categories when compared to the pre-program test data.

This objective was met in every instance and clearly shows that the moderately retarded students can acquire the self-management skills needed to participate in recreational activities in the normal setting. (See Appendix VIII: pages 107-108.)

The results of the program evaluation by the Longview teachers indicated that they felt that the program was very successful. They indicated that the teacher assistants were quite helpful during the weekly recreational sessions and provided the opportunity for them to give far more individualized attention and instruction. All of the teachers agreed that the program should continue. (See Appendix IX: pages 109-110.)

The teacher assistants and alternates evaluated the program from their perspective. They viewed the program as having very positive results indicating that they enjoyed acting as teacher assistants. They felt that the Longview students showed much improvement in the skills taught. The program received enthusiastic support from the teacher assistants. (See Appendix IX: pages 111-112.)

INSTITUTIONALIZATION OF THE PROGRAM

The results of the first year's efforts were so encouraging that everyone agreed that the program would be continued and expanded. The data showed that the objectives had been met and that the program had been successful in helping the Longview students improve the skills needed to participate in recreational activities. The participating staff from both schools, the teacher assistants, and the authors recommended the following:

1) The fifty students participating in this year's program continue in the program next year.
2) Twenty-five new students be included in the program.
3) Include gymnastics as an activity.
4) Teacher assistants become more involved in program planning.
5) More emphasis placed on how the program can help the teacher aides improve their teaching skills.
6) Program begin earlier in the school year, possibly students beginning as assistants in January.
7) Involve ten more students from Southlawn School as teacher assistants.
8) Involve ten students from E. Brooke Lee Junior High, another Montgomery County Public School close by.
9) Incorporate planning time together for the teacher and the teacher assistant.
10) Expand the in-service program and have teacher assistants involved more in planning the sessions.

The authors saw no problems including the recommendations in the program for the coming school year.

The teacher assistants helped greatly in the program institutionalization process. Four of the teacher assistants under the direction of the Southlawn counselor developed a handbook designed to communicate to new teacher assistants the many aspects of the field service program. They wanted to provide for others the what, who, where, when, how, and why of the program. (See Appendix X: pages 113-12[illegible].)

An English Resource teacher agreed to evaluate the handbook for both content and format. Her general feeling was that the handbook was sufficient to communicate the important aspects of the program, but it lacked any appeal to a teen-age audience. The authors agreed to use the handbook for the coming year but would revise it to reflect a more child-centered posture.

Everyone involved both directly and indirectly felt that the program was a realistic attempt to increase the moderately retarded child's ability and opportunity to participate with non-retarded children in certain leisure time recreational activities.

Southlawn Students- Academic Effects

The field service program was not long enough to show any tangible effects on the Southlawn students' grades. All teacher assistants maintained at least a B average. The Southlawn teacher verified that she was pleased with the students accepting the responsibility for their academic work throughout the program. Closer monitoring of the Southlawn students' academic work will occur with the expansion of the field service program.

The Required Inputs

The strength of the field service program evolved from the people involved. The teachers were the ones who developed the program and the teacher assistants provided the "people power." Although the actual expenditures for this year's program were minimal, the authors have obtained five hundred dollars for transportation of students to activities for the coming year.

Personal Summary and Evaluation

Everyone agreed that the program was very successful. It proved that students helping students can bring rewarding results. The interaction among the retarded and non-retarded students, the fellowship, the smiles observed over small successes, and the pride of helping others were all important, but perhaps less measurable, aspects of the program. These smiles will not be allowed to fade, rather they will spread as the program grows.

Professional Growth

Dolores H. Bachtel, Principal

The opportunity to be intricately involved and work side-by-side with the normal seventh and eighth graders was quite refreshing to me. This close contact with these students after having been away from the regular education classroom for a number of years gave me a fresh outlook on education today. The enthusiasm, patience, and endurance of the Southlawn students renewed my faith in the youth of today being productive citizens

of tomorrow. The program was successful and satisfying to me both professionally and personally. I look forward to having the program expand and continuing the close contact between the regular education students and mentally handicapped students.

Wayne Smallwood, Assistant Principal

The opportunity to assume a leadership role in this significant interschool program was rewarding to me. Co-ordinating the efforts of the Southlawn students, while working directly with the staff and students from Longview, revealed a much wider spectrum of education than my traditional role of assistant principal had afforded. The enthusiasm of the moderately retarded students and the patience and maturity displayed by the Southlawn students made the program both a professionally and personally satisfying experience.

GLOSSARY

Moderately mentally handicapped (moderately retarded)- This refers to a mental IQ of thirty to fifty-five. Mental age as an adult would range from about six to nine years. These persons will probably be dependent or semi-independent throughout life.

Profoundly mentally handicapped (profoundly handicapped or retarded)- This refers to a mental IQ below twenty. Mental age as an adult would range from zero to three and one-half years. These persons will be dependent throughout life.

Severely mentally handicapped (severely handicapped or retarded)- This refers to a mental IQ of twenty to thirty. Mental age as an adult would range from three and one-half to six years.

Target students- This refers to the fifty moderately mentally handicapped students involved in this program.

Teacher advisor program- This is very much like a study hall. Each day a teacher meets informally with fifteen to eighteen students to discuss current needs and/or interests of the students. School service club meetings may be held during the teacher advisor program time, or students may elect to go to the library during this time.

Therapy tank- This refers to a small-sized indoor heated swimming pool. The dimensions are thirty by forty feet with a depth of three to five feet. Adaptive equipment, such as hydraulic lift and stairs, eliminate physical barriers for the multi-handicapped students.

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APPENDIX

APPENDIX I: PARENTS' SURVEY

LONGVIEW SCHOOL
11721 Kemp Mill Road
Silver Spring, Maryland 20902

October 1, 1976

Dear Parents,

In an effort to determine a program designed to help meet the recreational needs of our students, the staff would like the following information. Please complete this form and return to Longview School no later than Tuesday, October 5, 1976.

1. How many hours per week does your child spend:	0-2	2-5	5-10	10+
A. Watching television?	3	5	10	50
B. Participating in non-school activities? i.e. Scouts, arts and crafts, hobbies, etc.	65	3	0	0
C. Participating in physical and/or recreational activities? i.e. bowling, skating, swimming, hiking, etc.	53	15	0	0
D. Watching others engage in physical and/or recreational activities?	54	14	0	0

2. Would you like to see a greater emphasis on physical and/or recreational activities in the school program? 68 yes 0 no

If yes, check the three you feel would be most beneficial to your child:

Basketball	10	Skating	44
Bowling	50	Swimming	61
Golf	1	Tennis	1
Gymnastics/Dance	32	Volleyball	3
Hiking	2		

Name of Student: _____ Homeroom: _____

APPENDIX II: SKILLS CHECKLISTS

BOWLING CHECKLIST

15 Resists picking up ball from rack

25 Helps in picking up ball from rack

10 Picks up ball from rack independently

30 Rolls ball down the lane with assistance

18 Rolls ball down the lane without assistance using two hands

2 Rolls ball down the lane without assistance using one hand

38 Stands behind foul line with physical assistance and verbal prompt

12 Stands behind foul line with verbal prompt, fouling frequently

0 Stands behind foul line without physical or verbal prompt, does not foul

48 Rolls gutter ball at least once every frame

1 Rolls gutter ball at least once every two frames

1 Rolls gutter ball at least once every three frames

6 Scores 0-5 points in a five frame game

15 Scores 6-10 points in a five frame game

28 Scores 11-15 points in a five frame game

1 Scores 16-24 points in a five frame game

0 Scores 25 or more points in a five frame game

Name of Student_____

Evaluator_____ Date_____

45

SKATING CHECKLIST

15	Resists putting on skates
10	Cooperates passively in putting on skates
15	Cooperates actively in putting on skates
10	Puts on skates without help
5	Resists standing in skates
10	Cooperates passively in standing in skates
15	Cooperates actively in standing in skates
20	Stands in skates without support
5	Resists moving in skates
15	Cooperates passively in moving in skates
20	Cooperates actively in moving in skates
10	Moves in skates without support
5	Makes no steps in skates with assistance
25	Makes 1-5 steps in skates with assistance
5	Makes 6-10 steps in skates with assistance
5	Makes 11-20 steps in skates with assistance
20	Makes no steps in skates without assistance
20	Makes 1-5 steps in skates without assistance
10	Makes 6-10 steps in skates without assistance
0	Makes 11-20 steps in skates without assistance
40	Skates 0 feet with assistance
8	Skates 1-10 feet with assistance
2	Skates 11-25 feet with assistance
0	Skates 26-50 feet with assistance
40	Skates 0 feet without assistance
10	Skates 1-10 feet without assistance
0	Skates 11-25 feet without assistance
0	Skates 26-50 feet without assistance

Name of Student _____

Evaluator _____ Date _____

SWIMMING CHECKLIST

10 Enters water with resistance and with assistance
15 Enters water passively cooperative and with assistance
15 Enters water actively cooperative and with assistance
10 Enters water without assistance

10 Bobs up and down 0 times in the water to chin level
25 Bobs up and down 1-5 times in the water to chin level
10 Bobs up and down 6-10 times in the water to chin level
5 Bobs up and down 11-20 times in the water to chin level

5 Puts face in water for 0 seconds with assistance
20 Puts face in water for 1-3 seconds with assistance
20 Puts face in water for 4-6 seconds with assistance
5 Puts face in water for 7-10 seconds with assistance

35 Goes completely under water with assistance for 0 seconds
5 Goes completely under water with assistance for 1-3 seconds
5 Goes completely under water with assistance for 4-6 seconds
5 Goes completely under water with assistance for 7-10 seconds

17 Puts face in water unassisted for 0 seconds
20 Puts face in water unassisted for 1-3 seconds
10 Puts face in water unassisted for 4-6 seconds
3 Puts face in water unassisted for 7-10 seconds

35 Goes completely under water unassisted for 0 seconds
10 Goes completely under water unassisted for 1-3 seconds
4 Goes completely under water unassisted for 4-6 seconds
1 Goes completely under water unassisted for 7-10 seconds

45 Floats with assistance for 0 seconds
3 Floats with assistance for 1-3 seconds
1 Floats with assistance for 4-6 seconds
1 Floats with assistance for 7-10 seconds

Name of Student_____

Evaluator_____ Date_____

48 Floats without assistance for 0 seconds
2 Floats without assistance for 1-3 seconds
0 Floats without assistance for 4-6 seconds
0 Floats without assistance for 7-10 seconds

50 Prone glides with assistance for 0 feet
0 Prone glides with assistance for 1-3 feet
0 Prone glides with assistance for 4-6 feet
0 Prone glides with assistance for 7-10 feet

50 Prone glides without assistance for 0 feet
0 Prone glides without assistance for 1-3 feet
0 Prone glides without assistance for 4-6 feet
0 Prone glides without assistance for 7-10 feet

50 Prone glides with kicking and without assistance for 0 feet
0 Prone glides with kicking and without assistance for 1-5 feet
0 Prone glides with kicking and without assistance for 6-10 feet
0 Prone glides with kicking and without assistance for 11-25 feet

50 Prone glides with kicking and arm stroke without assistance for 0 feet
0 Prone glides with kicking and arm stroke without assistance for 1-5 feet
0 Prone glides with kicking and arm stroke without assistance for 6-10 feet
0 Prone glides with kicking and arm stroke without assistance for 11-25 feet

Prone glides with kicking and arm stroke without assistance and with rhythm breathing

0 Breathes every 4 strokes
0 Breathes every 3 strokes
0 Breathes every 2 strokes
0 Breathes every stroke

Name of Student_____

Evaluator_____ Date_____

LITERATURE REVIEW

Jenkins, Joseph R., William F. Mayhall, Corinne M. Peschka, and Linda M. Jenkins. "Comparing Small Group and Tutorial Instruction in Resource Rooms," EXCEPTIONAL CHILDREN, XL (January, 1974), pages 245-250.

A practical and less costly solution for giving more one-to-one instruction is to change the role of the teacher from that of an instructor to an instructional manager. Children serving as tutors are effective instructors. Unless tutors benefit from this experience it would be hard to justify their time away from class. Even children who are carefully grouped learn at different rates and if unhindered progress through a sequence of instruction mastering various skills at their own unique paces.

Newman, Helen G., and John T. Doby. "Correlates of Social Competence Among Trainable Mentally Retarded Children," AMERICAN JOURNAL OF MENTAL DEFICIENCY, LXXVII (May, 1973), pages 722-732.

In a society in which social competence is emphasized as a value and in which this value is supported through training for independence and achievement, the problem of persons who are deficient in social competence becomes a particular problem. The mentally retarded are such a group of persons, particularly in the lower IQ ranges. The value of the concept of social interaction for th understanding of the mental retardates' responses to environmental stimulation is summarized: Retardation is the result of conditions that prevent, reduce, or delay the effective ways of interacting with the environment whether this be some physical condition of the child, reinforcement deprivation, aversive stimulation, overprotection of the child, or a combination of these.

If the child is treated as abnormal, left out of interaction and deprived of average environmental stimulation, the cognitive growth is curtailed due to lack of experimentation with the environment and a lack of motivation. If social competence is viewed as a behavioral response to the social environment, then any factors that contribute to the adjustment of the organism to this environment must be considered as possible independent variables--personal qualities or limitations, chronological age, mental age, organic deficiencies, frequency of interactive or exposure experiences, expectations from significant others. Social competence is the ability to adapt to the social world and is limited by inadequate social experience or factors affecting this experience.

Social interaction of the child is related to social competence in such a way that the greater the amount of social interaction experience by the child, the more socially adaptable he/she becomes. Social competence is related to social expectancies by significant others, age, IQ, amount of social interaction, and years in school.

Roubinek, Darrell L. "Individualized Mainstreaming: Another Option for Principals," THE NATIONAL ELEMENTARY PRINCIPAL, LVI (July/August, 1977), pages 43-46.

The concept of mainstreaming has value, and so does the concept of special education teachers working directly with special education children. Both concepts, however, are not of equal value to all children in every situation. What is best for one, equal doses of each, or any combination that can be devised for that particular child's needs should be done. In the end, what is really best for each child is to be treated as an individual and less as an identifiable member of some labelled group.

Make it possible to plan, organize, and implement individual programs for children. We can vary the kinds of environments available for children and the amount of time each spends in a particular environment. Additionally, we can search out and secure a wide variety of learning experiences for children that can take place in a variety of environments. We have much more flexibility in organizing learning experiences based on children's growth and progress, rather than on such limited measures as test scores.

Ryor, John. "Integrating the Handicapped," TODAY'S EDUCATION, LXVI (September-October, 1977), pages 24-25.

PL 42-142 provides that free, appropriate public education in the least restrictive environment be available for all handicapped children. It is important to note that the key word is appropriate. The least restrictive environment does not automatically mean mainstreaming for all handicapped students. For some, depending on the nature and severity of the disability, the least restrictive environment may be a separate and protective one.

St. Clair, Jack, and Carolyn Worley. "Saturday Morning Physical Education and Therapeutic Recreation Program," EDUCATION AND TRAINING OF THE MENTALLY RETARDED, II (February, 1976), page 53.

The major goal of the program was socialization with specific values to be gained by the child in understanding himself or herself and the environment. It was desired that the child learn to depend upon self to exercise his/her wants and/or needs, to play and compete successfully with peers, to realize limitations and restrictions, to respect authority as well as use the materials and equipment, to explore the environment and to realize own relationship to that environment and to learn to have fun. Secondary goals were physiological in nature- work in areas of balance, coordination, skill, stamina, endurance, and agility.

Smith, Linda M., and Isobel L. Pfeiffer. "Cross-Age Helping for the EMR Child," EDUCATION AND TRAINING OF THE MENTALLY RETARDED, XII (February, 1977), pages 32-35.

That every child is a teacher is a basic philosophy held by many. Children and youth learn more when performing the teaching role than when acting as students in the classroom. Children have been teaching children throughout history (one room schoolhouse, Montessori). Most early programs in tutoring in the United States placed the general emphasis on improving the tutee. In early 1960, there began a direct focus on the potentially significant benefits that may accrue the tutor. Children learn from their peers. Children learn more from teaching other children and must be given the opportunity to play the teaching role so that the child may learn how to learn.

The concept of learning through teaching is one of the basic concepts which does work, and it is finding a place in an enormous variety of settings. The underlying basis for cross-age helping lies in the understanding of helping relationships--cross-age helping can improve academic standings, increase in a sense of worth and recognition, increase a sense of responsibility, increase an understanding of the value of learning, and increase interpersonal relationships of all involved in the process. For the tutee, the greater closeness of the child and the individualization of attention promotes cognitive and affective learning. The teacher gains satisfaction from making an important contribution to the education of the older students working as tutors and has more time and energy to devote to the needs of all the students. The tutor has cognitive, social, and emotional benefits.

A good tutor communicates his/her interest in the child and in the lesson by the tutoring style. A good tutor establishes a relaxed, pleasant atmosphere that makes learning easy for the child. A good tutor uses praise and reward to reinforce right answers. A good tutor corrects wrong answers without discouraging the child. The tutor provides feelings of competency and increased self-esteem, develops responsibility and maturity, and helps overcome shyness. The teacher benefits from the change of pace, has an efficient way to cover the material, has time to work with individual students, and plays the role of the manager of learning. The classroom atmosphere is more open, the program is less rigid, and there are pluralistic forms of learning. The tutee benefits from increased individualization, closeness, contact, give and take, almost immediate constant feedback, attention, and the chance to imitate and learn cooperatively.

Snyder, Lee, Tony Apolloni, and Thomas P. Cooke. "Integrated Settings at the Early Childhood Level: The Role of Non-Retarded Peers," EXCEPTIONAL CHILDREN, XLIII (February, 1977), pages 262-266.

As non-retarded children grow up with the experience of direct, personal interactions with their retarded peers, the general level of societal understanding and acceptance of the retarded may be expected to increase while the old attitudes of fear and mistrust should be diminished through early firsthand experience with this population. Second, as a result of such structured interactions with their non-retarded peers, retarded individuals may be expected to grow up with a greater repertoire of socially acceptable interactive behaviors and fewer of the stereotyped retarded behaviors which so often have led to ostracism and ridicule of the retarded. Finally, and perhaps most significantly, such early training should help the retarded individual with the processes (e.g. selective imitation of context appropriate behavior) that will enable him/her to adapt to novel situations in which the specific normal behavior required is not already within his/her repertoire.

APPENDIX IV: STUDENT SURVEY

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

November 18, 1976

To: 7th and 8th Graders

From: Mr. Smallwood, Assistant Principal

Subject: Student Survey

Southlawn Middle School and Longview School are cooperating in an effort to provide additional instruction to some moderately mentally handicapped students. Ten Southlawn students will be selected as teacher assistants and will help teach skills in bowling, skating, and swimming once a week from March through June. Additionally, we hope the teacher assistants will be available to help during the four weeks of summer school. This will involve the mornings only.

Please complete the following student survey. It will not commit you to anything.

Thank you for your cooperation.

- -

1. Do you know any physically or mentally handicapped children?

   15 yes 148 no

   If yes, are they physically handicapped? 13
   mentally handicapped? 2

2. Have you interacted (played, entertained, babysat, talked) with either a physically or mentally handicapped child?

   148 never 12 seldom 3 frequent

3. Would you be interested in serving as a teacher assistant at Longview School which serves a group of moderately mentally handicapped youngsters?

   45 yes 53 no 65 would like more information

4. Would you be able and willing to work as a teacher assistant at Longview School once a week throughout the school year and half days (Monday through Friday) during the summer?

   60 yes 103 no

Name: _____ Homeroom: _____

APPENDIX V: SOUTHLAWN PARENTS

Letter of Invitation

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

January 18, 1977

Dear Parents,

You are invited to attend a meeting on January 25, 1977, at 7:30 P. M. in the school library. As your child has already explained, he/she is interested in becoming a "teacher assistant" in a field service project. Ms. Bachtel, principal of Longview School, and I would like to explain to you some of the important aspects of the program. We hope that you will be able to attend. We plan to discuss why we are implementing the program and your child's responsibilities if involved in the program. There will be time to ask questions and express any concerns. The meeting is scheduled to end at 9:00 P. M.

Please call if you have any immediate questions (762-8560).

I hope to see you on January 25, 1977.

Sincerely,

Wayne Smallwood

Wayne N. Smallwood
Assistant Principal

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

AGENDA FOR PARENTS' MEETING

January 25, 1977 7:30 - 9:00 P. M.

I. Program Needs
   A. Longview School - Ms. Bachtel
   B. Southlawn School - Mr. Smallwood

II. Program Design
   A. Longview Students - Ms. Bachtel
   B. Southlawn Students - Mr. Smallwood
   C. Activities - Ms. Bachtel
   D. Responsibilities of Southlawn Students - Mr. Smallwood

III. Time Line - Ms. Bachtel
   A. Dates (beginning and end)
   B. Times per week
   C. Summer School
   D. Special Olympics
   E. Outdoor Education

IV. Program Evaluation - Mr. Smallwood
   A. Teachers evaluate program
   B. Students evaluate program
   C. Student aides evaluated by teachers

V. Role of the parents - Ms. Bachtel and Mr. Smallwood
   A. Be informed
   B. Be supportive
   C. Be critical
   D. Be proud

VI. Questions and answers (hopefully)

Note: Mr. Smallwood contacted parents individually by phone in regards to this meeting. This agenda was sent home via Southlawn students.

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

PARENTS' MEETING January 25, 1978 7:30 - 9:00 P. M.

I. Program Needs- Ms. Bachtel and Mr. Smallwood
   A. Longview School has a need of volunteer assistance to provide individual attention in an attempt to improve the students' skills in recreational and leisure time activities.
   B. Southlawn School has a group of students that are highly motivated with time to spare that have expressed interest in a volunteer program where they could be of service to others.

II. Program Design- Ms. Bachtel and Mr. Smallwood
   A. Longview School serves the moderately, severely, and profoundly mentally handicapped students in the county. The group involved in this program will be the moderately mentally handicapped. The age range of the school is 5-21, but the emphasis in this program will be with the younger students.
   B. Seventh and eighth grade students at Southlawn School who expressed an interest in being involved were screened. Twenty-three students were chosen on the basis of the criteria: teacher recommendations, student grades, counselor recommendations, parent permission, and time available.
   C. The major emphasis in the program will be recreational activities, particularly bowling, skating, and swimming.
   D. The responsibilities of the Southlawn students would be to work as teacher assistants to the teachers. There will be much interaction with the students.

III. Time Line- Ms. Bachtel
   A. Actual work with Longview students will begin March 11, 1977, and continue until June 10, 1977, for the regular school year.
   B. Students from Southlawn will be involved once a week for the swimming, skating, and bowling activities. One "garbage can carnival" and one field trip are also planned, both of these involve the entire day.
   C. Summer school activities will begin July 5, 1977, and culminate August 3, 1977. Sessions will be half-day (8:00 A. M. - 12:00 Noon) Monday through Friday.
   D. Special Olympics' practices are on Tuesday evenings, 7:30 - 9:00 P. M., at Georgetown Prep. There will be a county swim meet on Friday evening, April 29, 1977, at the Silver Spring YMCA, and county track and field meet on Saturday, April 30, 1977. The state meet will be held on Friday and Saturday, June 10 and 11, 1977. Help is needed with all these activities.
   E. Outdoor education for Longview students will be the week of April 18-22, 1977.

IV. Program Evaluation - Mr. Smallwood
   A. The teachers have assessed the Longview students in the areas of bowling, skating, swimming, and self-management skills. An interaction analysis (between student and teacher) has been completed. These assessments will be repeated in August, 1977.
   B. Southlawn students will complete an evaluation at the conclusion of the program.
   C. Southlawn students will be evaluated by the Longview teachers.

V. Role of the Parents - Ms. Bachtel and Mr. Smallwood
   A. Parents should be informed and supportive.
   B. Parents should offer constructive criticism.
   C. Parents should be proud.

VI. Questions and Answers

APPENDIX VI: IN-SERVICE PROGRAM

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

IN-SERVICE PROGRAM EVALUATION FORM

Please rate each of the in-service sessions in relation to how much it helped you function as a teacher assistant.

Ineffective Adequate Effective Excellent

I. The Moderately Mentally Handicapped Child

II. The Field Service Program

III. Recreational Programs

IV. Management Control

V. Related Experiences

VI. Miscellaneous Information

Comments or Questions:

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

IN-SERVICE PROGRAM EVALUATION FORM

Please rate each of the in-service sessions in relation to how much it helped you function as a teacher assistant.**

		Ineffective	Adequate	Effective	Excellent
I.	The Moderately Mentally Handicapped Child		12	6	2
II.	The Field Service Program		2	13	5
III.	Recreational Programs			17	2
IV.	Management Control		3	14	1
V.	Related Experiences		2	15	3
VI.	Miscellaneous Information		4	16	

Comments or Questions: (Random Sampling)

The abilities of the Longview students were, as explained, very poor- much lower than I had thought.
The field service program seemed unclear- at least we did more things than the in-service program explained.
The logs are very much like the ones we used in our office aide's job. Nothing new!
I am glad we get to do the extra things like the carnival and the concert.
There seemed to be a lot more don'ts than dos.
I see the value of the handbook because even though I volunteered and was selected I still am not sure what I am supposed to do.
There is too much to learn too quickly. The in-service program should be once a month for the whole year.
Sometimes the counselor was not sure about some things.
I thought our questions were good ones.
I still can't help feeling sorry for the Longview students.
Without us, what will the students do?
I thought the in-service programs were good because I didn't know anything about moderately retarded students.
I don't know why they call us alternates. I do as much as anyone else.

** The students evaluated only the sessions they attended.

BIBLIOGRAPHY FOR STUDENTS

Alpern, Gerald D., and Thomas J. Boll (eds.). EDUCATION AND CARE OF MODERATELY AND SEVERELY RETARDED CHILDREN: WITH A CURRICULUM AND ACTIVITIES GUIDE. Seattle: Special Child Publications, 1971.

This book is useful to parents as well as teachers. The curriculum guide has organized tasks according to developmental rather than chronological age. Aims and purposes are set down for each task. A description of each activity, materials needed, and the procedures to follow in teaching are given. A discussion on the various categories of activity is included-- physical and motor development, communication and language development, behavior modification and precision teaching, discipline, and personal appearance and hygiene.

American Alliance for Health, Physical Education, and Recreation. PHYSICAL ACTIVITIES FOR THE MENTALLY RETARDED (IDEAS FOR INSTRUCTION). Washington, D. C.: AAHPER, 1968.

This is a collection of activities according to level of development, ranging from suggestions for basic movement patterns and developing self-awareness, to more complex organized games and sports. It is designed for use by physical education instructors, teachers, and parents.

Anderson, Fay Bennett. FAY'S FIRST FIFTY. FAY'S SECOND FIFTY. Augusta, Georgia: Fay Anderson Commercial Transactions, 1974.

Each book contains twenty-five quiet (or table) activities and twenty-five physical (whole body) activitieis. Detailed directions for carrying out and modifying very basic activities for the young and the severely handicapped person are given in an attractive and useable format.

Blumenfeld, Jane, Pearl E. Thampson, and Beverly S. Vogel. HELP THEM GROW: A PICTORIAL HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN. Nashville, Tennessee: Abingdon Press, 1974.

The authors use text, sketches, and short, simple captions to suggest ways in which parents can teach basic skills-- communication, dressing, eating, etc.-- in the course of day-to-day living with their child.

Canning, Claire D. THE GIFT OF MARTHA. Boston: Children's Hospital Medical Center, 1975.

This mother, with the aid of photographs, tells of the initial unhappiness on learning that their daughter was a Down's syndrome child. She tells of the family's subsequent response to the challenge of raising her.

Carlson, Bernice Wells, and David R. Gingland. PLAY ACTIVITIES FOR THE RETARDED CHILD. Nashville, Tennessee: Abingdon Press, 1961.

Games, crafts, and musical activities for the child whose mental age is under six are divided according to five areas of development: mental health, social, physical, language, and intellectual.

Carpelan, Bo. BOW ISLAND. New York: Delacorte Press, 1971.

Eleven-year-old Johan meets nineteen-year-old Marvin on a summer holiday. Marvin is retarded, very gentle, childlike, and at peace with nature. Johan learns some important truths about retardation, about cruelty, and about himself. This book is written for nine to fourteen-year-olds.

Cleaver, Vera, and Bill Cleaver. ME, TOO. New York: J. B. Lippincott, 1975.

Lydia and Lornie, twelve-year-old identical twins, have one important difference--Lornie is retarded. The parents write with imagination, insight, and daring. The book is intended for eleven to fourteen-year-olds.

Denner, Patricia. LANGUAGE THROUGH PLAY. New York: Arno Press, 1975.

The author, with the aid of pictures, discusses games for parents and teachers to use with preschool children.

Doray, Maya B. SEE WHAT I CAN DO! Englewood Cliffs; New Jersey: Prentice-Hall, 1973.

This is a simple picture-activity book for children ages three to nine, designed to encourage physical independence through step-by-step development of muscles and coordination. The child can follow the pictures with minimal input from an adult or helper.

Grealish, Mary Jane Von Braunsberg, and Charles A. Grealish. AMY MAURA. Syracuse, New York: Human Policy Press, 1975.

Amy Maura is a story of a child with cerebral palsy and the day she became a hero. It is a look at how a child with a handicap views herself, how a very real family interacts, and what it is like to feel isolated and alone. Although it is written for the young (ages 5-8), it speaks to persons of all ages.

Hackett, Layne C. MOVEMENT EXPLORATION AND GAMES FOR THE MENTALLY RETARDED. Mountain View, California: Peek Publications, 1970.

This book is written as a method of teaching physical education and is particularly applicable to groups, but it includes many activities adaptable to a home setting. Activities include the areas of body image and space awareness, self-confidence, visual focusing and balance, strength and endurance, and eye-hand coordination.

Hirst, Cynthia C., and Elaine Michaelis. DEVELOPMENTAL ACTIVITIES FOR CHILDREN IN SPECIAL EDUCATION. Springfield, Illinois: Charles C. Thomas, 1972.

This book is intended for teachers in special education with no physical education training and is readily used by parents. Principles and elements of movement and an elementary progression of activity presentations, ranging from simple and basic to complex and complete skills, are described.

Hollander, H. Cornelia. CREATIVE OPPORTUNITIES FOR THE RETARDED CHILD AT HOME AND AT SCHOOL. New York: Doubleday and Company, 1971.

These booklets describe finger painting, simple print making, drawing and painting, clay and other dimensional media, stitchery and weaving, woodworking and odds and ends.

Johnson, Vicki M., and Roberta A. Werner. A STEP-BY-STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN. Syracuse, New York: Syracuse University Press, 1975.

This book offers over two hundred learning tasks in the areas of self-help, motor, perceptual, and communication skills for retarded children. Clear instructions are given for achieving specific objectives.

Klein, Gerda. THE BLUE ROSE. New York: Lawrence Hill, 1974.

This is a simple, poetic, and touching narration of Jenny, a different child. It is enjoyed by adults and children.

Fassler, Joan. ONE LITTLE GIRL. New York: Human Sciences Press, 1969.

This book is written for the young reader, ages three to eight. The author shows how a "slow" child can be fast at some important things, too.

Freed, Alvyn M. T. A. FOR TOTS (AND OTHER PRINZES). Sacramento: Jalmar Press, 1973.

This is an imaginative, colorful book designed to help children of all ages, with any problem, understand their feelings and learn how those around them function. This simple and effective introduction to transacticnal analysis gives the parent and the child an easy vocabulary to use in talking over day-to-day attitudes and feelings.

Gingland, David R., and Winifred E. Stiles. MUSIC ACTIVITIES FOR RETARDED CHILDREN. Nashville, Tennessee: Abingdon Press, 1965.

This book describes songs, folk dancing, and musical instruments with suggested activities for a developmental music program. The selections appeal to children with the mental ages of three to eight years.

Gold, Phyllis. PLEASE DON'T SAY HELLO. New York: Human Sciences Press, 1975.

This book generates real thinking about people who are "different" and people who are "normal" and how they can find a comfortable meeting ground. It is an absorbing, sensitive introduction to autism.

Gordon, Ira J. CHILD LEARNING THROUGH CHILD PLAY. New York: St. Martin's Press, 1972.

This book describes games to enhance development while providing fun for child and parents. The activities can be easily adapted for the handicapped child.

Gordon, Sol. LIVING FULLY: A GUIDE FOR YOUNG PEOPLE WITH A HANDICAP, THEIR PARENTS, THEIR TEACHERS, AND PROFESSIONALS. New York: John Day, 1975.

Gordon discusses in a friendly, supportive way how the handicap can best achieve full and happy lives. Part of the book is addressing families and ranges from concerns of brothers and sisters to working through the maze of vocational rehabilitation. A section for parents and a resource section are also included.

Lasker, Joe. HE'S MY BROTHER. Chicago: Albert Whitman and Company, 1974.

The story of Jamie, a boy whose physical and mental development are uneven, is told by his older brother. It is written for the young readers.

Lawrence, Connie Curry, and Layne C. Hackett. WATER LEARNING. Mountain View, California: Peek Publications, 1975.

Games and activities involving water play are described for children with handicaps.

Little, Jean. TAKE WING. Boston: Little, Brown, and Company, 1968.

Laural knows her younger brother is different, but her parents have not yet acknowledged his retardation.

Little, Jean. MINE FOR KEEPS. Boston: Little, Brown, and Company, 1962.

This story depicts the story of a child with cerebral palsy who must adjust to life in a normal setting after living at a school for the handicapped. It is written for readers, ages 9 - 12 .

Marzolla, Jean, and Janice Lloyd. LEARNING THROUGH PLAY. New York: Harper and Row, 1972.

This book presents hints and sketches on how parents can help preschoolers learn about the world and what's in it.

Parker, Richard. HE IS YOUR BROTHER. Ontario, Canada: Musson Book Company, 1974.

This is the story of how a family of a young autistic child learns to "get through" to him. It is written for readers, ages 9 - 12.

Reynolds, Pamela. A DIFFERENT KIND OF SISTER. New York: Lothrop, Lee, and Shepard, 1968.

This is the story of Sally whose older sister comes home to live after four years in a school for the retarded. It is written for readers in the upper elementary and junior high years.

Savitz, Harriet May. FLY, WHEELS, FLY. New York: John Day, 1970.

Two teenage paraplegics learn truths about themselves and others through wheelchair sports. It is written for readers in the upper elementary and junior high years.

Schmidt, Alfred. CRAFT PROJECTS FOR SLOW LEARNERS. New York: John Day, 1968.

This book presents thirty illustrated, step-by-steo craft projects for use in the special classroom and at home.

Southall, Ivan. LET THE BALLOON GO. New York: St. Martin's Press, 1968.

This is a story of an intelligent, imaginative boy with a handicap. It protrays his tensions, frustrations, and need for freedom. The needs and feelings of all family members are dealt with honestly, sympathetically, and nonjudgmentally. It is written for the young reader, aged 9 - 14.

Stein, Sara Bonnett. ABOUT HANDICAPS: AN OPEN FAMILY BOOK FOR PARENTS AND CHILDREN TOGETHER. New York: Walker and Company, 1974.

Separate texts for adults and children are presented in this book. The adult text is designed to help adults prepare their children for the realities of the world about them. The children's story explores the relationship between two young boys, one with cerebral palsy.

Thornley, Margo L. EVERY CHILD CAN LEARN ...SOMETHING. Seattle: Special Child Publications, 1973.

The author suggests practical goals to teach to and procedures for reaching these goals. She includes both pre-academic and basic academic skills.

Minutes from Meeting with Southlawn Students Involved in Outdoor Education

Students J and B from Southlawn, Mr. Smallwood, Ms. Bachtel, and the teachers involved in the outdoor education program at Longview met in the Longview conference room at Longview School on March 31, 1977, at 3:00 P. M.

The purpose of the meeting was to discuss the outdoor education program of Longview School. Ms. Bachtel said that the outdoor education site used by Longview was Mar-Lu-Ridge, near Jefferson, Maryland. She gave us an overview of the program. Each of us received a detailed program outline. This included a list of all the students and specific plans for each day. We talked about the things we would be doing there and the problems that might come up. The teachers talked about being clear in giving instructions, our duties within the cabins, and our jobs when outdoors. Each of us will be responsible for planning one craft activity involving nature. We are to have it written up by April 12th.

Mr. Smallwood told us he would contact our parents and explain in detail what is involved in the outdoor education program for each of us.

The meeting adjourned at 4:00 P. M.

(Notes taken by Joyce, student at Southlawn)

MAR-LU-RIDGE

Longview School April 18-22, 1977

The following persons will be involved in outdoor education at Mar-Lu-Ridge.

Boy 1	Girl 1
Boy 2	Girl 2
Boy 3	Girl 3
Boy 4	Girl 4
Boy 5	Girl 5
Boy 6	Girl 6
Boy 7	Girl 7
Boy 8	Girl 8
Boy 9	Girl 9
Boy 10	Girl 10
Boy 11	Girl 11
Boy 12	Girl 12
Southlawn Boy	Southlawn Girl
Teacher R	Teacher M
	Administrator B

Alternates:

Girl 13
Girl 14
Boy 13
Boy 14

Schedule I Monday, April 18, 1977

8:30 Arrival at Longview. All campers report immediately to multi-purpose room with luggage (campers do not go to homerooms).
Take care of bathroom needs. Check luggage and lunches.
Take attendance.

9:30 Board bus and depart for Mar-Lu-Ridge.

10:30 Arrival at Mar-Lu-Ridge. Carry in personal luggage.
Carry in general supplies and equipment - lodge area of Cabin 6.
Assign beds. Make-up beds.
Take care of bathroom needs. Put cabins in order.

12:00 Lunch (bag lunch from home with beverage supplied by camp kitchen).

12:45 Return to cabins- take care of bathroom needs.

1:00 Campsite orientation - what buildings and facilities are there?
Our cabin location in relation to other landmarks, buildings, etc.
Nature walks on campsite - marked trail.

4:30 KPs report to dining hall for duty.

4:45 Others return to cabins - take care of bathroom needs.
Prepare for dinner.

5:00 Dinner hour.

6:00 KP duty - clean dining hall.
Others report to cabins.
General check of students prior to evening activity.
Take care of bathroom needs.
Work on experience chart stories of activities of the afternoon.

7:00 If possible, outside physical activity; otherwise, lodge area of cabin.
Activity time- lodge area of cabin, following outside activity.
Movie T-7880 Canal & Towpath West. Discussion of movie and C & O hike.
Sing-a-long.

9:00 Snack Time.

9:20 Return to cabins - sleeping area. Prepare for bed.

10:00 Bedtime - lights out.

Tuesday, April 19, 1977

7:00 Rise, dress, prepare for day.

7:30 KPs report for duty.

8:00 Breakfast

8:30 Group packing bag lunch will prepare lunches for entire Longview group.

8:45 KP duty- Clean dining hall.
Return to cabins and straighten. Take care of bathroom needs.
Pick up bag lunches for Longview.

9:00 Board bus for Harper's Ferry (bag lunch there).

10:00 Tour and exploration of Harper's Ferry and Virginis' Island.
(In event of rain - Caverns and Wax Museum)

3:45 Board bus for return to camp.

4:45 Take care of bathroom needs - prepare for dinner.
KPs report for duty.

5:00 Dinner

6:00 KP Duty - clean dining hall.
Others report to cabins. General check of students. Take care of bathroom needs.
Work on chart experience stories of day's activities plus discussion.

7:00 Activity time- lodge area of cabin.
Charades, stunts, bag dramatics.

9:00 Snack Time

9:20 Return to cabins - prepare for bed.

10:00 Bedtime - lights out.

Wednesday, April 20, 1977

7:00	Rise, dress, prepare for day.
7:30	KPs report to dining hall for duty.
8:00	Breakfast.
8:45	KP Duty- clean dining hall. Others return to cabins. Straighten cabins - take care of bathroom needs.
9:00	Classes: four classes of forty-five minutes each.
11:30	KPs report to dining hall for duty.
12:00	Lunch
12:45	Return to cabins, take care of bathroom needs, KPs clean dining hall.
1:00	Hike to pond - activities in pond area.
4:15	Return to camp by hiking.
4:30	KPs report to dining hall for duty. Return to cabins- take care of bathroom needs- prepare for dinner.
5:00	Dinner
6:00	KP Duty- clean dining hall. Others return to cabins. General check of students - wet clothes, feet, etc. Take care of bathroom needs - straighten cabins and lodge area. Work on chart experience stories of day's activities, review of week.
7:00	Square dance - Dining hall *
9:00	Snack Time
9:20	Return to cabins - prepare for bed.
10:00	Bedtime - lights out

* Person(s) will be entering and leaving camp after 7:00 P.M.

Thursday, April 21, 1977

7:00 Rise, dress, prepare for day.

7:30 KPs report to dining hall for duty.

8:00 Breakfast

8:30 Group packing bag lunch will prepare lunches for entire Longview group.

8:45 KP Duty- clean dining hall. Others return to cabins and straighten.
Take care of bathroom needs.
Pick up bag lunches for Longview.

9:00 Board bus for Frederick.

9:30 Tour of Rose Hill Manor.

12:30 Bag lunch at Rose Hill Manor.

1:00 Board bus for C & O Canal hike. Hike canal from Lock 28 to Point of Rocks.

4:15 Board bus for return trip to camp.

4:45 KPs report to dining hall.
Others return to cabins- take care of bathroom needs- prepare for dinner.

5:00 Dinner

6:00 KPs clean dining hall. Others return to cabins.
General check of students prior to evening activity.
Take care of bathroom needs.
Work on chart experience stories of the day's activities. Discussion.

7:00 Activity time - Outdoor physical activity (if possible). *
Make homemade ice cream - hand freezer.
Sing-a-long and dance.

9:00 Snack time - serve homemade ice cream.

9:20 Return to cabins - prepare for bed.

10:00 Bedtime - lights out.

* Person(s) will be entering and leaving camp after 7:00 P.M.

Friday, April 22, 1977

7:00	Rise, dress, prepare for day.
7:30	KPs report for duty.
8:00	Breakfast
8:45	KP Duty- clean dining hall. Others return to cabins. Pack personal belongings. Clean cabins thoroughly. Load personal belongings, supplies, and equipment on bus. Physical activity, if time.
11:15	KPs report to dining hall for duty. Take care of bathroom needs - prepare for lunch.
11:30	Lunch
12:00	KPs clean dining hall. Others return to cabin area.
12:30	Take care of bathroom needs - use dining hall facilities. Board bus for return to Longview.
2:00	Arrival at Longview.

Schedule II — Alternate Plans

(Use when inclement weather prevents Schedule I)

Anytime ----------Make-up on any trips: C & O
Rose Hill Manor
Harper's Ferry

Use of filmstrips, films
Nature stories - use library books, filmstrips, etc.

Charades
Twister
Puzzles
Games - Bingo, Children's Cards, Checkers, etc.

Physical education games and activities - use of balls, ropes, exercises, gross motor, bowling, etc.

Craft projects
Art projects
Music activities, folk dances, and exercises
Treasure Hunts
Collages
Spider web activities
Inspection and work with specimens and collected items
Simple science projects - weather, astrology, etc.

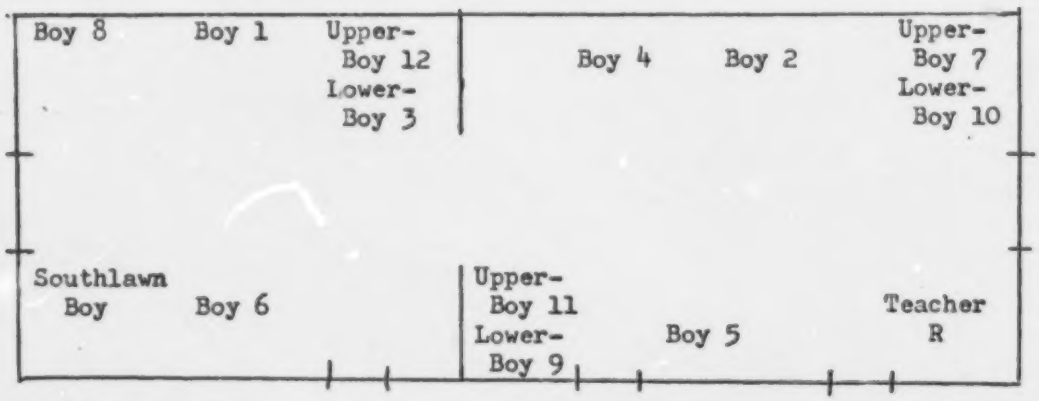
Administrator-in-charge- Longview: Administrator B

In charge of all KP duty for Longview: Administrator B

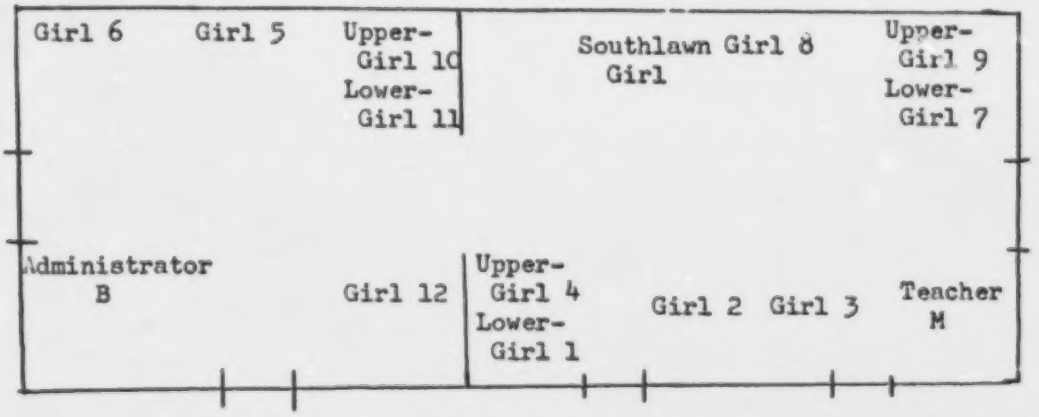
Classes taught by: Teacher R, Teacher M, Administrator B
Assisted by: Southlawn Boy, Southlawn Girl

M A R - L U - R I D G E

CABIN 5



CABIN 6



DINING ROOM TABLES:

TABLE #1	TABLE #2	TABLE #3
Teacher R	Administrator B	Teacher M
Girl 5	Girl 1	Girl 9
Girl 4	Girl 10	Girl 2
Girl 11	Boy 2	Boy 4
Boy 3	Boy 6	Boy 5
Girl 6	Boy 9	Boy 12
Boy 1	Girl 3	Girl 8
Boy 7	Girl 12	Boy 11
Girl 7	Boy 10	Boy 8
Southlawn Boy		Southlawn Girl

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K P DUTY - MAR - LU - RIDGE

		Table #1	Table #2	Table #3
Monday	P.M.	Boy 3	Girl 3	Girl 8
Tuesday	A.M.	Boy 4	Boy 6	Boy 5
	8:20	Girl 7	Girl 12	Girl 9
		P I C N I C L U N C H		
	P.M.	Girl 6	Boy 10	Boy 4
Wednesday	A.M.	Boy 7	Boy 2	Boy 12
	Noon	Girl 5	Boy 6	Girl 2
	P.M.	Boy 1	Girl 1	Boy 8
Thursday	A.M.	Boy 3	Boy 2	Boy 5
	8:20	Girl 4	Girl 12	Girl 8
		P I C N I C L U N C H		
	P.M.	Girl 11	Boy 9	Boy 4
Friday	A.M.	Girl 11	Boy 9	Boy 11
	Noon	Girl 7	Girl 10	Boy 12

Minutes from Meeting with Southlawn Students in Student Assistant Program

The Southlawn students, Mr. Smallwood, Ms. Bachtel, Counselor W and Teacher S from Southlawn, and Mrs. K from Longview met in the Southlawn School Library on March 8, 1977, at 3:30 P. M. Mr. Smallwood took roll. All ten teacher assistants and all ten alternates were present.

Ms. Bachtel thanked all of us for planning and carrying out a very successful visit to Southlawn for the Longview students. She said they really enjoyed coming. The Longview students thought the gymnasium was really big. They liked the work being done in the art class (potter's wheel and making clay animals). The students thought it was a good lunch, they don't get ice cream sundaes for dessert at their school! (We don't either!)

Ms. Bachtel talked about the Special Olympics' practices going on at Georgetown Prep for the Longview students. They are held on Tuesday evenings, 7:70 - 9:00 P. M. She encouraged us to attend as many of these as possible. They are always in need of additional help. Transportation is available from Southlawn School, leaving at 7:00 P. M. We would be returned to our homes.

Mr. Smallwood said we would begin our actual work this week. He and Ms. Bachtel explained that for the first week we would help in the classroom and start the recreational activities next week. We each received our specific assignments. We spent a little time in talking about them.

Everyone was nervous at the thought of actually being in the classroom as an assistant.

The meeting adjourned at 4:30 P. M.

(Notes taken by Joyce, student at Southlawn.)

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Minutes from Meeting with Southlawn Students in Student Assistant Program

The Southlawn students, Mr. Smallwood, Ms. Bachtel, and Counselor W from Southlawn met in the Southlawn School Library on April 26, 1977, at 3:30 P. M. Mr. Smallwood took roll. All ten of the assistants and nine of the alternates were present.

Ms. Bachtel expressed her thanks to Students J and B for their excellent assistance and help during the week of outdoor education. She said she hoped that the experience was as rewarding for us as it was for the Longview students. She also said good luck in catching up on all the classwork and homework we had missed.

Mr. Smallwood informed us that we would have only one general meeting in May as it was such a busy month for all of us. He said he hoped we used the extra hour or so to study so that we could attend all the functions.

Ms. Bachtel reminded us that the Montgomery County Special Olympics will be this weekend. The Swim Meet is Friday evening, April 29th, beginning at 7:00 P. M. The Track and Field Events will be on Saturday, April 30th, beginning at 9:00 A. M. She reviewed assignments:

1) On Friday, we will be expected to be at the Silver Spring YMCA by 6:30 P. M. We will be assisting in the locker rooms, making sure where the students put their belongings. We must have the students in the bleacher section marked "Longview" by 7:00 P. M. Each student should bring a towel to poolside. Each of us will be assigned a participant. We must see that the student reports to the designated place at the specified time. She asked that we offer encouragement as they start their event. After the meet, we will assist in the locker rooms and return our particular participant to the parents in the reviewing stand. The meet should be over by 9:30 P. M.

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2) On Saturday, April 30th, we will be expected to be at the Richard Montgomery High School Track by 8:30 A. M. We will each be assigned a specific participant. We should meet the participants and parents when they arrive. After we pick up the registration packet and attach the meet cards to the backs of our participants, we should report with the participants to the field. The first event of the day is a parade. After the parade, we will need to get our students to the events on time and stay with them for the events, and then take them to the awards' stand for any awards. Between events, we should have our students participate in the clinics: golf, fishing, gymnastics, dance, wrestling, clowning, and creative dramatics. Each of us will take our participant to lunch. Lunch will be provided on the field around noon. It is free to participants and volunteers. After the events, we should return the participant to the parents. All events should be over by 3:00 P. M.

Discussion about the Special Olympics followed.

The meeting adjourned at 4:45 P. M.

(Notes taken by Joyce, student at Southlawn.)

Minutes from Meeting with Southlawn Students in Student Assistant Program

The Southlawn students, Mr. Smallwood, Ms. Bachtel, Counselor W from Southlawn, and Mrs. K from Longview met in the Southlawn School Library on May 17, 1977, at 3:30 P. M. Mr. Smallwood took roll and found that all twenty of us were present.

Ms. Bachtel expressed thanks to us for a great job on both the Swim Meet and the Track and Field Meet of the Special Olympics. Since she has been involved in Special Olympics since its inception in Montgomery County, she said this was the smoothest yet. The Southlawn students were a part of the reason for the smooth operation for Longview.

Mr. Smallwood congratulated us on the job we were doing. The Longview teachers have said that they would not have been able to do as much if we had not been involved. They said we were hard workers and very responsible.

Ms. Bachtel asked if the directions that the teachers are giving us are more clearly stated. Most of us said the the extra five minutes to talk with the teacher really helped.

Ms. Bachtel talked about the upcoming field trip (Lollipop Concert) to Wheaton Regional Park on May 26th. She said that the assistants would attend, and we will be helping the teachers supervise students. Each assistant will be responsible for two students for the entire day. Following the concert in the morning, there will be time for play throughout the park. Lunch will be provided for everyone, and we will be responsible for picking up lunch for our two students and ourselves. Mr. Smallwood said that the bus will leave Southlawn

at 9:00 A. M., and we will return about 2 P. M. There were a few questions about the concert.

Ms. Bachtel said that the Maryland State Special Olympics will be held at Towson State University, Towson, Maryland, on June 10 and 11, 1977. This is an overnight trip. She asked if five of the assistants could attend with Longview. The duties will be similar to those of the county Special Olympics. Swimming will take place on Friday. There will be running relays Friday evening followed by a dance for all participants and helpers. Track and field events will take place on Saturday. Clinics will be available.

The group will leave Longview School about 9:30 A. M. on Friday, June 10th. All lodging and meals will be provided. There will be no costs. We would be expected to help supervise the students all of Friday night. We will be returned to our homes on Saturday, June 11th, about 5:00 P. M.

Eight of the teacher assistants are definitely interested. Mr. Smallwood and Counselor W said they would take care of all details for Southlawn students: selecting five, getting the permission from parents, getting excused from Friday classes.

Mr. Smallwood announced that there will be only one general meeting in June due to busy schedules for everyone. He told us to mark July 5th on our calendars. This will be a day of planning for summer school at Longview School.

The meeting adjourned at 4:50 P. M.

(Notes taken by Joyce, student at Southlawn.)

Minutes from Meeting with Southlawn Students in Student Assistant Program

The Southlawn students, Mr. Smallwood, Ms. Bachtel, and Mrs. K from Longview met in the Southlawn School Library on June 7, 1977, at 3:30 P. M. Mr. Smallwood took roll. All twenty Southlawn students attended.

Ms. Bachtel reviewed the plans for the Maryland State Special Olympics on June 10th and 11th. She asked that if the students participating had any further questions that they remain after today's meeting and talk with her. Mr. Smallwood said all details had been arranged with both parents and the school.

A short discussion about the field trip (Lollipop Concert on May 26th) indicated that the day went well. No students got upset, lost, or angry. It was enjoyable to everyone. Ms. Bachtel and Mrs. K said thanks to all of us.

Ms. Bachtel spoke briefly of the garbage can carnival on June 14th at Longview School. She thanked those of us who already voluntarily spent some extra time with the teachers at Longview building a booth. We will be responsible for seeing that the booth activity goes as planned and to give out the prizes. The teachers will bring the students to the booths and will supervise the students. We will take a bag lunch. Discussion followed.

Mr. Smallwood asked that we begin working on the teacher assistant handbook. We may use other student and teacher handbooks as guides. He said that this would not need to be completed until after summer school. The student assistants were not sure of the purpose of the handbook. Mr. Smallwood explained that as a result of the good

work done this year, the program would expand next year. The handbook would help some of the new teacher assistants avoid some of the problems that we had to overcome this year. This will be discussed more during the summer, but we should be aware that this task is ahead of us.

The meeting adjourned at 4:30 P. M.

The five of us going to Towson stayed another fifteen minutes and talked to Ms. Bachtel about the Maryland State Special Olympics.

(Notes taken by Joyce, student at Southlawn.)

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Minutes from Meeting with Longview Staff Planning Summer School

The ten teacher assistants met with Ms. Bachtel and the Longview Summer School staff in the Longview School Library on July 5, 1977, at 8:30 A. M.

After introductions and some refreshments, Ms. Bachtel started the meeting. She passed out the attached agenda. The agenda was followed throughout the day.

During the 2:00 - 4:00 P. M. time, we worked with the Montgomery County Recreation staff to which we will be assigned for the summer. We talked more about the skating, bowling, and swimming activities. We checked through the arts and crafts supplies they had and made a list of some needed items. We were asked to plan one circle or group type game/activity. The rest of the time was spent in looking through some of the books of recreational activities to determine what activity we would present. This is due by July 12th.

The meeting was adjourned at 4:00 P. M.

(Notes taken by Joyce, student at Southlawn.)

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LONGVIEW SCHOOL
11721 Kemp Mill Road
Silver Spring, Maryland 20902

AGENDA FOR PROFESSIONAL DAY FOR SUMMER SCHOOL 1977 - July 5, 1977

8:30 - 8:45 - Coffee and "Goodies", Get-Acquainted Time

8:45 - 9:30 - Overall organization of summer school

8:00 - Arrival of students, bathrooming, take care of lunches.

8:30 - Groups that are school-based will rotate among teachers in four forty-five minute class sessions.

Group that is based with the Montgomery County Recreation Department (MCRD) will spend the entire morning with MCRD.

11:30 - All students will report to the cafeteria for lunch.

12:00 - Students will be dismissed as bus is called.

9:30 - 10:45 - Discussion of students enrolled in the primary department (Main conern- medical, behavioral, and social problems).

10:45 - 11:00 - Break

11:00 - 12:00 - Discussion of students enrolled in the intermediate department (Main concerns- medical, behavioral, and social problems).

12:00 - 1:00 - Lunch

1:00 - 2:00 - Discussion of students enrolled in the senior department (Main concerns - medical, behavioral, and social problems).

2:00 - 4:00 - Staff will work in rooms in preparation for summer school.

July 5, 1977

MEMORANDUM

To: Summer Program Staff -- MOD
From: Dee
Subject: Assignment/Schedule

The three sessions will be as follows:

July 6 - 14
July 15 - 22
July 25 - August 2

One group will rotate into the recreation program each six or seven day period and remain there totally for the six-seven days. Recreation program for students will run 8:30 - 11:30 A.M. daily for each period.

The groupings for recreation will be:

July 6 - 14	Groups A and B
July 15 - 22	Groups C and D
July 25 - August 2	Groups E and F

The schedule will be:

8:00 - 8:30	Arrivals of students TEACHERS ON DUTY, TEACHER ASSISTANTS ON DUTY
8:15	RECREATION STAFF AND AIDES ON DUTY
8:30 - 9:15	Class period 1
9:15 - 10:00	Class period 2
10:00 - 10:45	Class period 3
10:45 - 11:30	Class period 4
11:30 - 12:00	Bathrooming and Lunch RECREATION STAFF/TEACHER ASSISTANTS/AIDES ON DUTY Teacher Planning Period
12:00 - 12:15	Dismissal of students RECREATION STAFF/TEACHER ASSISTANTS/AIDES ON DUTY
12:00	Teachers free to leave
12:15	Recreation staff/Teacher assistants/Aides free to leave
12:30	Health room aide free to leave

RECREATION SCHEDULE

July 6 - 14	July 15 - 22	July 25 - August 2
Student: A-1	Student: C-1	Student: E-1
A-2	C-2	E-2
A-3	C-3	E-3
A-4	C-4	E-4
A-5	C-5	E-5
A-6	C-6	E-6
A-7	C-7	E-7
A-8	C-8	E-8
A-9	C-9	E-9
A-10	C-10	E-10
A-11	C-11	E-11
A-12	C-12	E-12
Student: B-1	Student: D-1	Student: F-1
B-2	D-2	F-2
B-3	D-3	F-3
B-4	D-4	F-4
B-5	D-5	F-5
B-6	D-6	F-6
B-7	D-7	F-7
B-8	D-8	F-8
B-9	D-9	F-9
B-10	D-10	F-10
B-11	D-11	F-11
B-12		F-12
		F-13
		F-14
		F-15
		F-16

SWIM DATES	BOWL DATES	SKATE DATES
A & B- July 7 & 14	July 8 & 12	July 11 & 13
C & D- July 19 & 21	July 15 & 22	July 18 & 20
E & F- July 28 & August 2	July 26 & 29	July 27 & August 1

THE SCHEDULING FOR THE SCHOOL GROUPINGS WILL BE AS FOLLOWS:

July 6 - 14:

	GROUP C	D	E	F
8:30 - 9:15	Mrs. H	Mrs. M	Mrs. W	Mrs. S
9:15 - 10:00	Mrs. W	Mrs. S	Mrs. H	Mrs. M
10:00 - 10:45	Mrs. S	Mrs. W	Mrs. M	Mrs. H
10:45 - 11:30	Mrs. M	Mrs. H	Mrs. S	Mrs. W

July 15 - 22:

	GROUP A	B	E	F
8:30 - 9:15	Mrs. H	Mrs. W	Mrs. S	Mrs. M
9:15 - 10:00	Mrs. W	Mrs. H	Mrs. M	Mrs. S
10:00 - 10:45	Mrs. M	Mrs. S	Mrs. H	Mrs. W
10:45 - 11:30	Mrs. S	Mrs. M	Mrs. W	Mrs. H

July 25 - August 2

	GROUP A	B	C	D
8:30 - 9:15	Mrs. W	Mrs. H	Mrs. M	Mrs. S
9:15 - 10:00	Mrs. H	Mrs. W	Mrs. S	Mrs. M
10:00 - 10:45	Mrs. S	Mrs. M	Mrs. H	Mrs. W
10:45 - 11:30	Mrs. M	Mrs. S	Mrs. W	Mrs. H

SUMMER SCHOOL STAFF

SCHOOL:

Mrs. H:	Language	Mrs. C	Rooms 6 and 9
Mrs. M:	Functional Living Skills	Miss G	Room 14
Mrs. S:	Math (Functional) Self-Help Skills	Miss A	Rooms 11 and 12
Mrs. W:	Perceptual Motor	Miss G	Rooms 7 and 8
Mrs. H:	Speech		Speech Room

MEDIA CENTER:

Miss D - Media Specialist
Media Center will only be open during Miss D's time at Longview.
Miss D will be at S.K. School half-time.

RECREATION:

Mr. B
Mrs. L
Mrs. R

Montgomery County Recreation Department will use the All-Purpose Room.

VOLUNTEERS: (Teacher Assistants)

Teacher Assistant:	A	F
	B	G
	C	H
	D	I
	E	J

Community Volunteers:	K
	L
	M
	N

HEALTH ROOM AIDE: Mrs. Mc

OFFICE PERSONNEL:

Principal: Ms. Bachtel
Assistant Principal: Ms. Levine
Secretary: Mrs. Ba and Mrs. Bu

Minutes from Meeting with Longview Staff at Close of Summer School

The ten teacher assistants met with Ms. Bachtel and the Longview staff in the Longview School Library on August 3, 1977, at 8:30 A. M.

After refreshments, Ms. Bachtel started the meeting. She passed out the attached agenda. The agenda was followed throughout the day.

Ms. Bachtel talked with us. She thanked us for all the time we had spent in our field service program at Longview. She said she felt it was an excellent beginning and said that it would continue and expand in the future. She congratulated us on our "stick-to-it-ness". She asked for two volunteers to help Mr. Smallwood and Counselor W get the handbook in final form for review. D, G, C, and I all volunteered. We will work with Mr. Smallwood and Counselor W Thursday morning, August 4, 1977, from 9:00 - 11:00 A. M. in Mr. Smallwood's office at Southlawn. Our final meeting for the summer will be Friday morning, August 5, 1977, from 9:00 - 11:00 A. M. in the Southlawn School Library. Final evaluations and approval of the handbook for printing will be the tasks.

The meeting adjourned at 4:00 P. M.

(Notes taken by Joyce, student at Southlawn.)

LONGVIEW SCHOOL
11721 Kemp Mill Road
Silver Spring, Maryland 20902

AGENDA FOR PROFESSIONAL DAY FOR SUMMER SCHOOL CLOSING- August 3, 1977

8:30 - 8:45 - Coffee and "Goodies", Distribution of agenda.

8:45 - 12:00 - Clean equipment and rooms used in summer school. Pack all equipment and materials for moving back to Longview site in Gaithersburg (recently renovated and addition built).

12:00 - 1:00 - Lunch

1:00 - 2:30 - Complete packing.
Southlawn students will meet with Ms. Bachtel at 2:00 in the library.

2:30 - 2:45 - Break

2:45 - 4:00 - General meeting in library for all personnel.
Discussion of entire summer school program- strengths, weaknesses, problems, suggestions for next year.
Written evaluations of field service program by both Longview staff and Southlawn students.

BEST WISHES TO ALL FOR ENJOYING THE REMAINDER OF THE SUMMER! ! ! !

DO RELAX AND HAVE FUN ! ! ! ! !

FORM FOR RECREATIONAL ACTIVITY TO BE PLANNED BY SOUTHLAWN STUDENTS

In planning the recreational game or activity, please use the following form as a guide:

Name of Student Assistant:_____

Name of Activity:_____

Purpose of Activity:_____

Materials Required:_____

_____

_____

Directions:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SAMPLE OF ACTIVITIES PLANNED BY SOUTHLAWN STUDENTS FOR RECREATIONAL TIME

Name of Activity: Paper Bag Puppets

Purpose of Activity: To construct paper bag puppets as art activity

Materials Required: paper bags, construction paper scraps, magic markers, crayons, tempera paint, yarn scraps, odd buttons, material scraps, scissors, paste, scotch tape, brushes

Directions:

1. Place a paper bag in front of you with the open end toward you.
2. On the end of the bag, make a face using the materials available. Make the mouth at the fold of the bag.
3. Use yarn or paper fringe to make hair.
4. Use material or paper to make clothes on the bottom of the bag.
5. Experiment with making your puppet do things by placing your hand in the bag. You may want to cut ears in the bag for your fingers or paste animal ears made from paper or cloth on the bag.

Name of Activity: Rattle or Rhythm Instrument

Purpose of Activity: To construct a rattler or rhythm instrument

Materials Required: small foam meat trays, margarine tubs, cans with plastic lids, tubes such as from foil or toilet tissue, beans, gravel, tape, string, crayons or magic markers, scraps of contact paper, yarn

Directions:

1. Pick out the materials you want to use to make the rhythm instrument.
2. Place some beans or gravel in the container part.
3. Using either a lid, another tray, or construction paper, seal the container using tape. Be sure to tape it carefully and securely.
4. Decorate the instrument using construction paper, contact paper, magic markers, crayons, or other desired items.
5. Shake your instrument and experiment with the different rhythms you can make.

SAMPLE SELECTIONS FROM THE SOUTHLAWN STUDENTS' LOGS

Our bus was the first one today. Boy, the teachers really make me feel wanted when I come. I was really busy with lunches, nametags, and bathrooming. Three had accidents-ugh-I don't like to change wet pants. I didn't know children came to school that didn't know when to go to the bathroom.

What a mess changing shoes for bowling. Most cannot even tie their shoes! One cried when I tried to change his shoes to the correct feet. He thought I was going to take them. Bet I'd fit in his shoes! I was happy I got him calmed without calling the teacher.

The kids seem to like to bowl. Can you imagine the high score was 27!

Student A-6 was crying when I got on the bus this morning. I sat down beside him and he stopped. He is a real cutie!

Skating was some work, but it is mostly fun. I helped two students who couldn't stand up without both hands being held. I think everybody fell down a couple of times.

The kids really watched the filmstrip. It was funny.

It was my turn to help section C change into their swimwear. There were some lost towels and one boy put his shorts on backwards, but it was better than the last time.

Swimming is great! I'd like to swim everyday!

One boy forgot a plastic bag. Have you ever seen wet swimwear falling every place? I helped him get it together and into a plastic bag.

Couldn't they pipe some rock music into the bathroom? I spent a half-hour at one time in the bathroom with little ones. The wet ones I can take. I called for the health room aide when I got one with diarrhea.

Mess and fun--fingerpainting! ! ! It could be worse, these were pretty good cleaning up.

Kickball was the most fun! I had a problem trying to convince two boys they didn't have to win everytime. How do you explain being a good sport to a retard?

This was a really special day. Some of the older students walked to the nature center. The naturalist gave us a talk about the weather. We danced when we got back. Some of them can really dance! Mr. Smallwood should see E-4 dance. She's a match for him!

APPENDIX VII: SCHOOL VISITS

LONGVIEW SCHOOL
11721 Kemp Mill Road
Silver Spring, Maryland 20902

MEMORANDUM

To: All Staff Members

From: Dolores H. Bachtel

Subject: Schedule for Southlawn Visit to Longview - February 17, 1977

9:30 A.M. Arrival of Southlawn students, meet in library, introduction to school

9:45 A.M. Tour of total facility with brief visit in each of the following areas:

Severely and profoundly mentally handicapped - sections 01 and 05
Primary moderately mentally handicapped- sections 06 and 09
Intermediate moderately mentally handicapped- section 10
Music- section 08
Art- section 11
Functional living skills- section 13
(Group will divide into two teams for touring.)

11:30 A.M. Volleyball game with sections 10 and 15

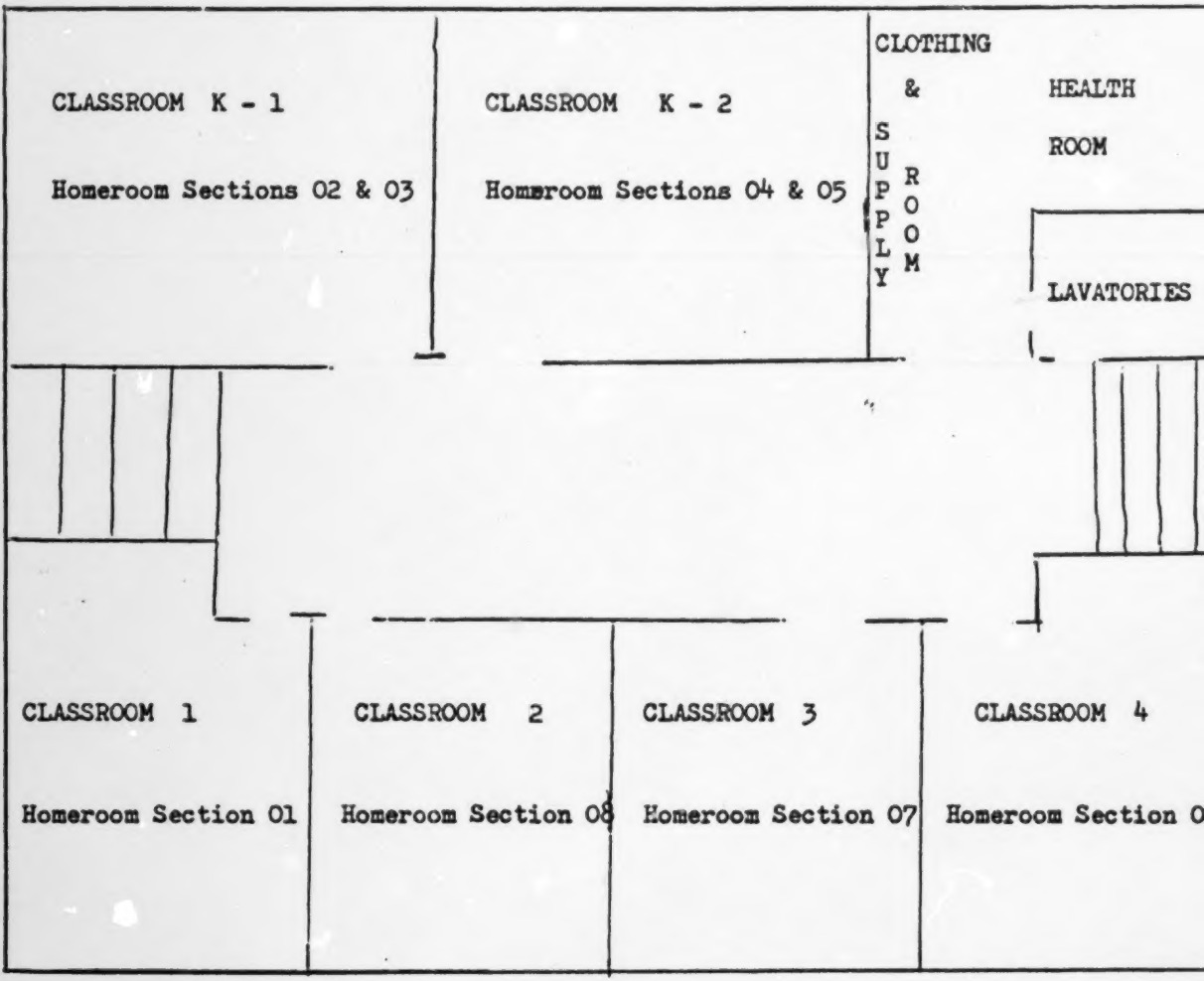
12:00 Noon Lunch with Longview students - cafeteria

1:00 P.M. Meet in library - question and answer period

1:30 P.M. Meet bus for return to Southlawn

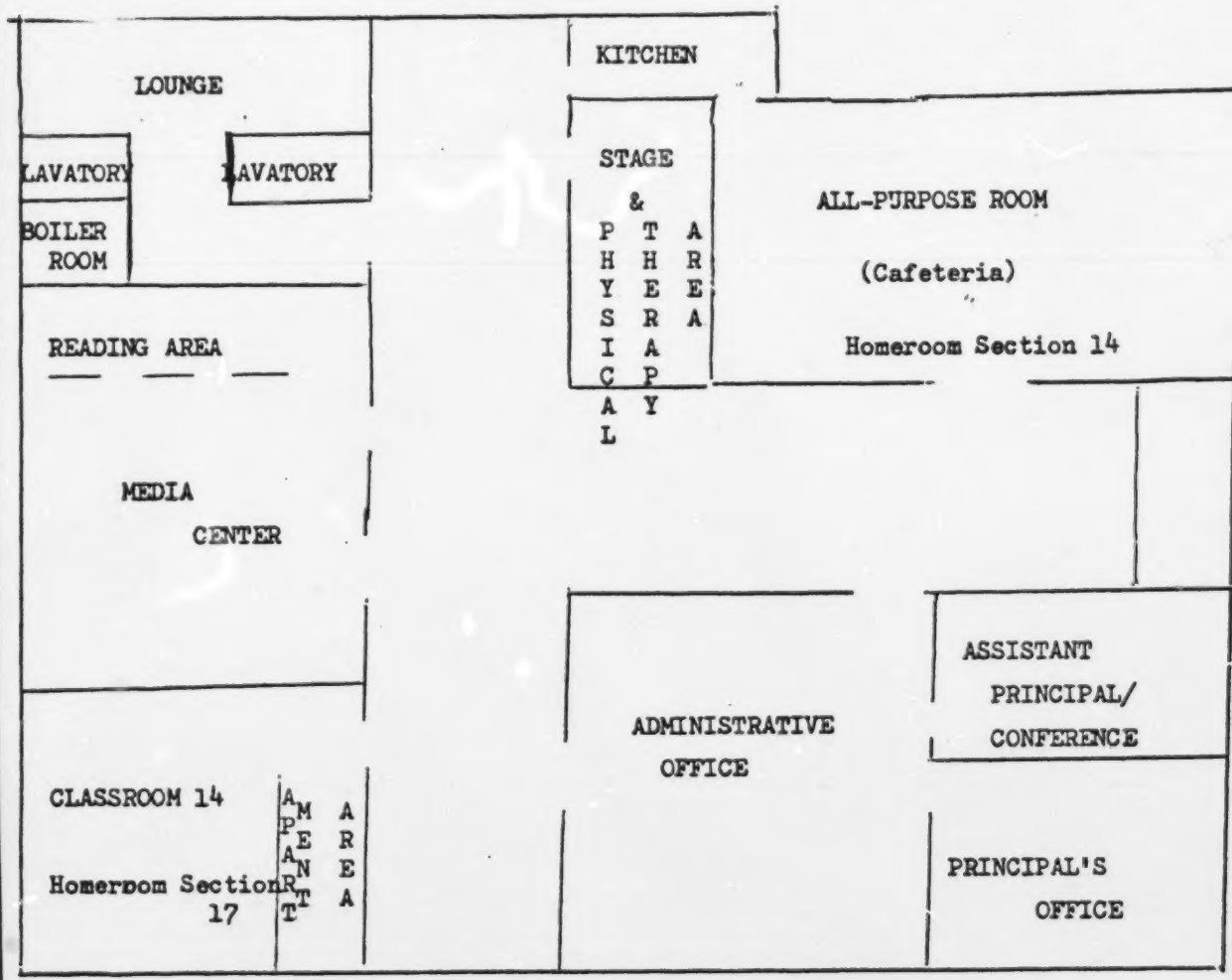
Twenty Southlawn students will visit our school. They are interested in seeing our school as it normally operates. Although all classrooms will be visited, the above schedule notes where they will spend about twenty minutes in classes.

LONGVIEW SCHOOL - SILVER SPRING SITE



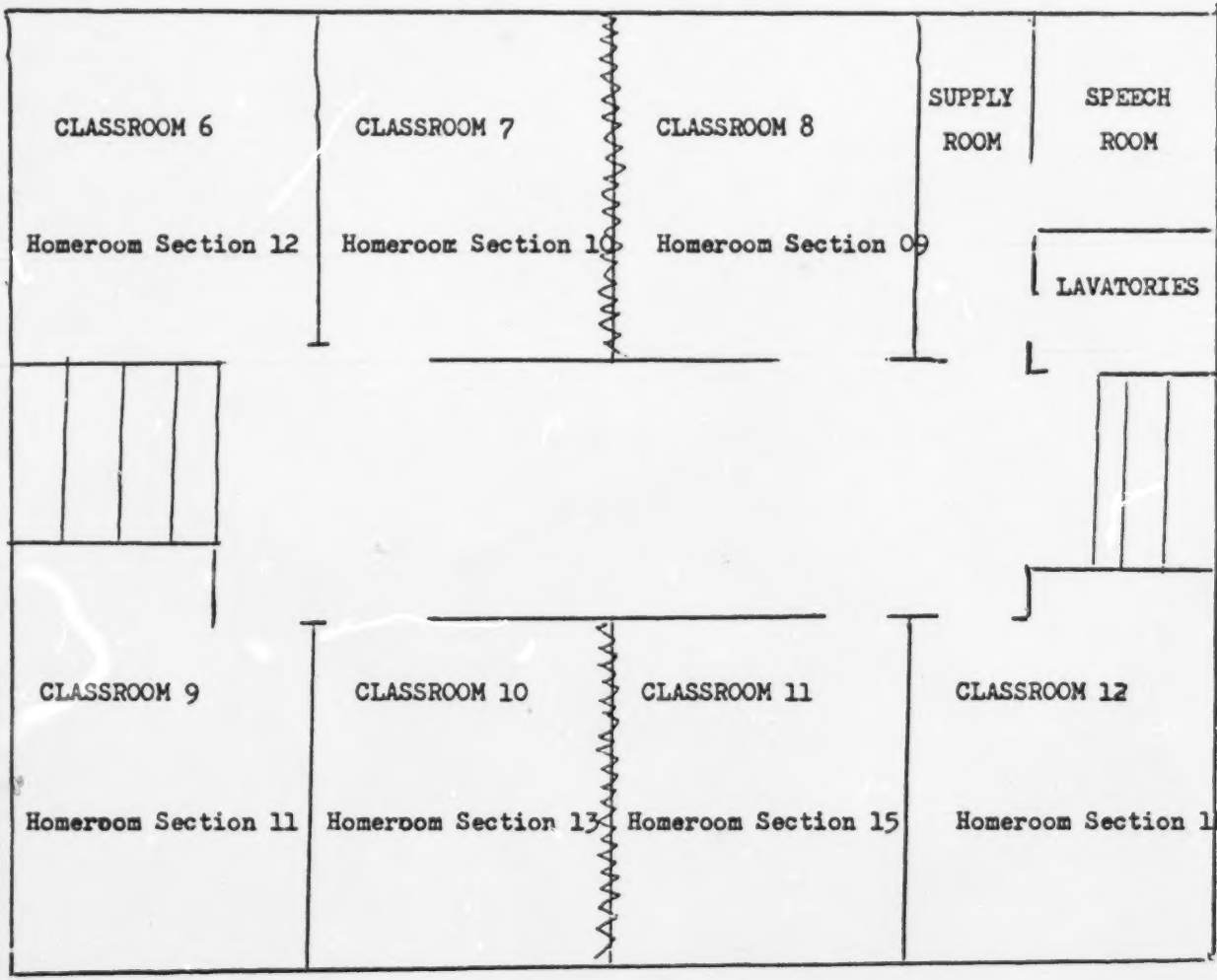
LOWER LEVEL

LONGVIEW SCHOOL - SILVER SPRING SITE



STREET LEVEL

LONGVIEW SCHOOL - SILVER SPRING SITE



U P P E R L E V E L

Meeting with Southlawn Students in Student Assistant Program

The Southlawn students, Mr. Smallwood, Ms. Bachtel, Counselor W and Teacher S met in the Southlawn School Library on March 1, 1977, at 3:30 P. M. Mr. Smallwood took the roll. All ten teacher assistants and seven alternates were present.

Mr. Smallwood said that he felt that we were well-prepared to begin assisting the Longview teachers. He talked with us about our responsibility to keep a log of our activities and impressions. We will not be graded on these logs. He said that the logs are to be used to evaluate the program, keep track of our activities, compile our impressions, and serve as a basis for formulating a teacher assistant handbook.

A discussion of the visit to Longview was held and some interesting comments came out. Everyone agreed that the visit was very interesting. Mr. Smallwood wrote down some of the comments.

Everyone seems anxious to begin.

The meeting adjourned at 4:10 P. M.

(Notes taken by Joyce, student at Southlawn.)

SOUTHLAWN STUDENTS' REACTIONS AFTER VISIT TO LONGVIEW SCHOOL

So much equipment!

The students looked normal, at least most of them!

The teachers were very busy, and the students didn't seem to pay attention!

I was nervous - the students seemed strange!

Some of the classes were very noisy!

No one was reading - I wonder if they can!

Most of the gym activities seemed like kid games!

The students were not very good in sports!

The students became angry over little things!

I would like to get to know them better before I make a judgment!

Where were all the textbooks?

Is the lunch room always that quiet?

The classes are so small!

Gee, they don't misbehave like in our classes!

When will they all learn to talk?

SCHEDULE FOR LONGVIEW VISIT TO SOUTHLAWN SCHOOL

MEMORANDUM

To: All Southlawn Teachers

From: Wayne N. Smallwood

Subject: Schedule for Longview Visit to Southlawn - March 8, 1977

9:30 - Arrival of Longview students, meet in cafeteria, information about Southlawn.

9:45 - Visit Home Economics Class.

10:00 - Visit Art Class.

10:15 - Visit Physical Education Class.

10:30 - Recreational activity planned by eighth grade students.

11:00 - Lunch in Home Economics Room assisted by the participating students from Southlawn.

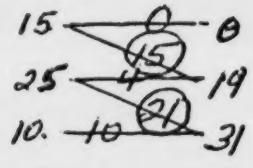
11:30 - Meet bus for return to Longview.

Ten students from Longview will visit our school. Please excuse the students listed on the weekly bulletin at 9:30 A. M. so that they may assist the Longview students.

APPENDIX VIII: SKILLS CHECKLISTS

BOWLING CHECKLIST

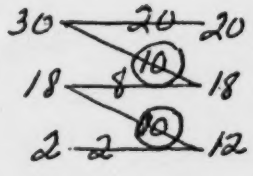
Summary Sheet - Pre and Post-Test



Resists picking up ball from rack

Helps in picking up ball from rack

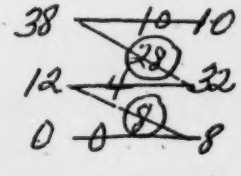
Picks up ball from rack independently



Rolls ball down the lane with assistance

Rolls ball down the lane without assistance using two hands

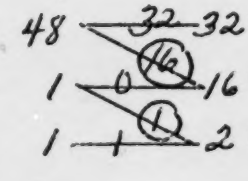
Rolls ball down the lane without assistance using one hand



Stands behind foul line with physical assistance and verbal prompting

Stands behind foul line with verbal prompt, fouling frequently

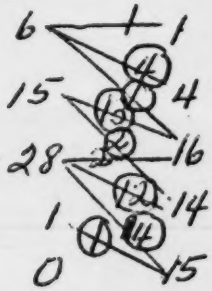
Stands behind foul line without physical or verbal prompt, does not foul



Rolls gutter ball at least once every frame

Rolls gutter ball at least once every two frames

Rolls gutter ball at least once every three frames



Scores 0-5 points in a five frame game

Scores 6-10 points in a five frame game

Scores 11-15 points in a five frame game

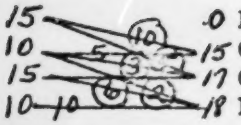
Scores 16-24 points in a five frame game

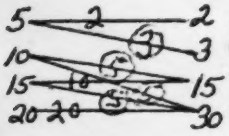
Scores 25 or more points in a five frame game

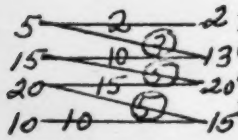
Circled number represents number of students that improved

SKATING CHECKLIST

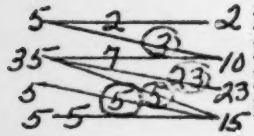
SUMMARY SHEET - PRE AND POST-TEST



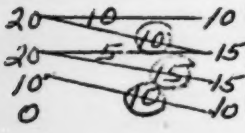
0 Resists putting on skates
15 Cooperates passively in putting on skates
17 Cooperates actively in putting on skates
18 Puts on skates without help

2 Resists standing in skates
3 Cooperates passively in standing in skates
15 Cooperates actively in standing in skates
30 Stands in skates without support



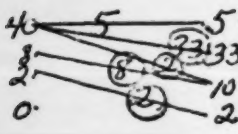
2 Resists moving in skates
13 Cooperates passively in moving in skates
20 Cooperates actively in moving in skates
15 Moves in skates without support



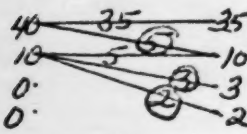
2 Makes no steps in skates with assistance
10 Makes 1-5 steps in skates with assistance
23 Makes 6-10 steps in skates with assistance
15 Makes 11-20 steps in skates with assistance



10 Makes no steps in skates without assistance
15 Makes 1-5 steps in skates without assistance
15 Makes 6-10 steps in skates without assistance
10 Makes 11-20 steps in skates without assistance



5 Skates 0 feet with assistance
33 Skates 1-10 feet with assistance
10 Skates 11-25 feet with assistance
2 Skates 26-50 feet with assistance

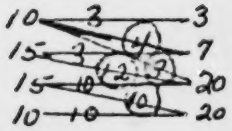


35 Skates 0 feet without assistance
10 Skates 1-10 feet without assistance
3 Skates 11-25 feet without assistance
2 Skates 26-50 feet without assistance

Circled number represents number of students that improved

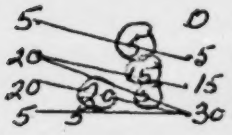
SWIMMING CHECKLIST

SUMMARY SHEET - PRE AND POST TEST

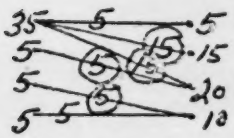


Enters water with resistance and with assistance
Enters water passively cooperative and with assistance
Enters water actively cooperatively and with assistance
Enters water without assistance

Bobs up and down 0 times in the water to chin level
Bobs up and down 1-5 times in the water to chin level
Bobs up and down 6-10 times in the water to chin level
Bobs up and down 11-20 times in the water to chin level

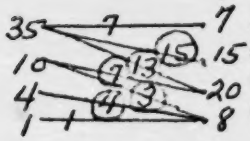


Puts face in water for 0 seconds with assistance
Puts face in water for 1-3 seconds with assistance
Puts face in water for 4-6 seconds with assistance
Puts face in water for 7-10 seconds with assistance

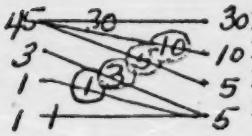


Goes completely under water with assistance for 0 seconds
Goes completely under water with assistance for 1-3 seconds
Goes completely under water with assistance for 4-6 seconds
Goes completely under water with assistance for 7-10 seconds

Puts face in water unassisted for 0 seconds
Puts face in water unassisted for 1-3 seconds
Puts face in water unassisted for 4-6 seconds
Puts face in water unassisted for 7-10 seconds



Goes completely under water unassisted for 0 seconds
Goes completely under water unassisted for 1-3 seconds
Goes completely under water unassisted for 4-6 seconds
Goes completely under water unassisted for 7-10 seconds

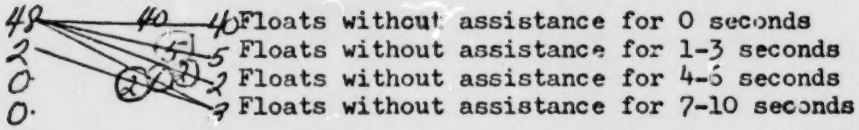


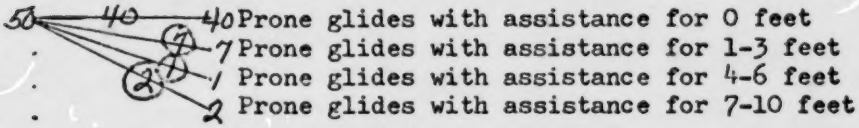
Floats with assistance for 0 seconds
Floats with assistance for 1-3 seconds
Floats with assistance for 4-6 seconds
Floats with assistance for 7-10 seconds

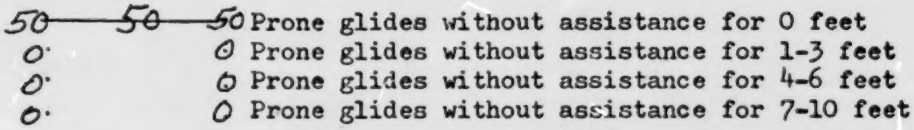
Circled number represents the number of students that improved

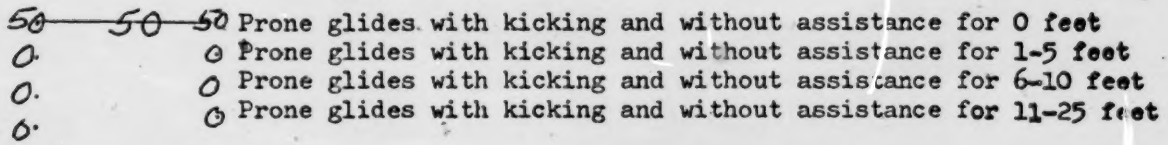
SWIMMING CHECKLIST - Continued

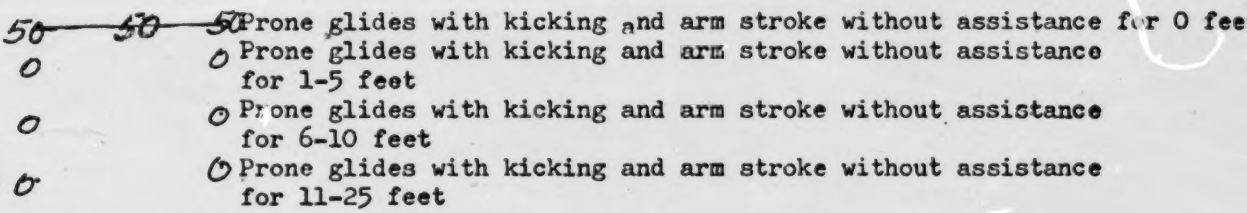
SUMMARY SHELT - PRE AND POST TEST


48 40 40 Floats without assistance for 0 seconds
2 5 Floats without assistance for 1-3 seconds
0 2 Floats without assistance for 4-6 seconds
0 3 Floats without assistance for 7-10 seconds

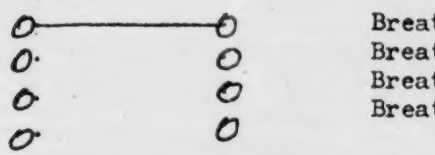

50 40 40 Prone glides with assistance for 0 feet
7 Prone glides with assistance for 1-3 feet
1 Prone glides with assistance for 4-6 feet
2 Prone glides with assistance for 7-10 feet


50 50 50 Prone glides without assistance for 0 feet
0 0 Prone glides without assistance for 1-3 feet
0 0 Prone glides without assistance for 4-6 feet
0 0 Prone glides without assistance for 7-10 feet


50 50 50 Prone glides with kicking and without assistance for 0 feet
0 0 Prone glides with kicking and without assistance for 1-5 feet
0 0 Prone glides with kicking and without assistance for 6-10 feet
0 0 Prone glides with kicking and without assistance for 11-25 feet


50 50 50 Prone glides with kicking and arm stroke without assistance for 0 fee
0 0 Prone glides with kicking and arm stroke without assistance for 1-5 feet
0 0 Prone glides with kicking and arm stroke without assistance for 6-10 feet
0 0 Prone glides with kicking and arm stroke without assistance for 11-25 feet

Prone glides with kicking and arm stroke without assistance and with rhythm breathing



Circled number represents the number of students that improved

INTERACTION ANALYSIS CHECKLIST - PRE-TEST

INTERACTION	Number of Observations 1	2	3	4	5	6	7	8	9	10	
Teacher or assistant responds to student behavior			5 / 5			4 / 1	2 / 3			1 / 4	25
Teacher or assistant gives direction to individual student					2 / 3		3 / 2				10
Teacher or assistant initiates discussion with individual student	2		1	2	1 / 2	2	2	2		1	15
Teacher or assistant sits with individual student				1	1						2
Teacher or assistant interacts non-verbally with individual student			4	3 / 5			3 / 5			4 / 1	25
Teacher or assistant initiates talk to entire class	4 / 6	5 / 5						2 / 3	3 / 2	2 / 3	35
Teacher or assistant initiates talk to a small group	1	5	1 / 1	2 / 2	5	1 / 4	5	5	1 / 3	2 / 1	39
Teacher or assistant directs the entire class	4 / 1	5 / 5		1	6 / 3		1 / 1	3 / 2		1 / 1	34
Teacher or assistant directs a small group					7 / 3			3 / 2	3 / 2		20
Teacher or assistant answers individual student question/ need with answer directed to entire class		1	3	2		2 / 3	2	1		1	15

Note: Each square represents two thirty second intervals.
Each check represents an interaction within the thirty second interval.

Teacher/Assistant Observed:_____

Observer:_____ Date:_____

INTERACTION ANALYSIS CHECKLIST - POST-TEST

INTERACTION	Number of Observations 1	2	3	4	5	6	7	8	9	10	Total
Teacher or assistant responds to student behavior			5		4 / 1	1 / 4	3 / 2	3 / 2	4 / 1	2 / 3	35
Teacher or assistant gives direction to individual student	2 / 3		2 / 3	4 / 1		3 / 2				4 / 1	25
Teacher or assistant initiates discussion with individual student		3 / 2	8 / 2	1 / 4	3 / 2						25
Teacher or assistant sits with individual student		6 / 4									10
Teacher or assistant interacts non-verbally with individual student		1		4	1 / 1	2 / 3	1	1	1 / 4	3 / 2	24
Teacher or assistant initiates talk to entire class				1				2		2	5
Teacher or assistant initiates talk to a small group	4 / 5				2 / 3	4		1 / 2	2 / 4	1 / 1	29
Teacher or assistant directs the entire class						4 / 1					5
Teacher or assistant directs a small group					5 / 5	2 / 3	2 / 3	3 / 2	3 / 2		30
Teacher or assistant answers individual student question/ need with answer directed to entire class	2										2

Note: Each square represents two thirty second intervals.
Each check represents an interaction within the thirty second interval.

Teacher/Assistant Observed: _____

Observer: _____ Date: _____

SELF-MANAGEMENT SKILLS CHECKLIST - PRE-TEST

Self-Management Skill	Class Observations A	B	C	D	E	F	G	H	I	J	Total
Responds to own name without prompting	1	2	1	2			2	2	1		11
Responds to verbal direction/question	1	1	1	1		1	1	1	2	3	12
Remains quiet and listens to instructions		1	1	1	1	2	1	1	2	2	12
Stays in defined area			1	2	1	1	1	2	2	2	12
Shows no aggressive behaviors: hit, pinch, pull hair, etc.	1	1	1	1	1	1	1	1	4	3	15
Waits for turn without protest	1	1	1	1	1	1	1	1	2	1	11
Shows active participation/ cooperation in activity	2	2	2	1	1	2	2	2	1	2	17
Stops activity without protest		1		1		1		2	1	2	8
Completes pre- and post-responsibilities for activity with verbal prompting only							2	2	1	2	7
Completes activity within defined time limit					2		1	2	1	2	8

Observation Time: 10 minutes- 4 minutes in beginning of period
3 minutes in middle of period
3 minutes at end of period

Class/Activity Observed_____

Observer_____ Date_____

SELF-MANAGEMENT SKILLS CHECKLIST - POST-TEST

Self-Management Skill	Class Observations A	B	C	D	E	F	G	H	I	J	Total
Responds to own name without prompting	2	2	2	2	3	2	2	2	3	2	22
Responds to verbal direction/question	2	2	2	2	4	2	2	2	2	4	24
Remains quiet and listens to instructions	2	2	2	2	2	4	2	2	4	2	24
Stays in defined area	2	2	2	2	4	2	2	2	2	4	24
Shows no aggressive behaviors: hit, pinch, pull hair, etc.	2	2	2	2	4	4	2	4	4	4	30
Waits for turn without protest	2	2	2	2	2	2	1	1	4	4	22
Shows active participation/ cooperation in activity	2	2	2	4	6	4	2	4	4	4	34
Stops activity without protest	1	1	1	2	1	1	1	2	3	3	16
Completes pre- and post-responsibilities for activity with verbal prompting only		1		1	2	1	1	2	3	3	14
Completes activity within defined time limit					1		4	3	4	4	16

Observation Time: 10 minutes- 4 minutes in beginning of period
3 minutes in middle of period
3 minutes at end of period

Class/Activity Observed_____

Observer_____ Date_____

APPENDIX IX: PROGRAM EVALUATION

LONGVIEW SCHOOL
11721 Kemp Mill Road
Silver Spring, Maryland 20902

PROGRAM EVALUATION - TEACHER

1. To what degree do you think the teacher assistants were helpful to you in the recreational units?

   12 much 1 some 0 little or none

2. To what degree did the program allow more individualized attention to the students?

   11 much 2 some 0 little or none

3. To what degree did the program allow you to spend more individual time with students having self-management problems?

   9 much 4 some 0 little or none

4. Do you think the program should continue next year?

   2 yes, as is 11 yes, with changes 0 no

   If with changes, what changes do you suggest?
   See random sampling of teacher comments from evaluation of program.

5. Do you think the Longview students liked having teacher assistants?

   13 yes 0 undecided 0 no

6. Did you enjoy participating in the program?

   13 yes 0 no

   If no, why not?
   See random sampling of teacher comments from evaluation of program.

7. To what degree do you feel the teacher assistants have a better understanding of the moderately retarded?

   11 much 2 some 0 little or none

Comments: Please take a few minutes to write some things that you did and did not like about the program. Suggest changes or modifications that you have not noted above. Please use the back of this sheet for comments.

Thank you for your cooperation.

Signature:_____ (Optional)

RANDOM SAMPLING OF TEACHER COMMENTS FROM THE EVALUATION OF THE PROGRAM

Question Number Four:

It took too long to explain what I wanted the student to do.

The student assistants were not firm enough.

Let's get more of them!

Could we extend the program from October to June next year?

I don't know where we would find it, but it would be very helpful to have more time to meet with the volunteers alone, without our students. It would be beneficial to both sides to have more time to talk.

By the time we train them, they are gone!

Question Number Six:

Very helpful, always a help to have an extra pair of hands!

It was delightful to see the shy ones blossom by the end!

The checklists should give the answer. Have you ever seen our students make so much progress in a semester? It shows what more one-to-one can do!

Comments:

The students were conscientious and energetic for the most part!

For their age, the students took their jobs seriously, very little "horsing" around!

I had to make myself aware that I was giving directions to a junior high volunteer and not an adult.

I'd prefer working with girls (volunteers) only. I feel funny about sending a boy to the bathroom to change a little one!

Our kids need more healthy contact with males. These volunteers served as big brothers.

Good kids!

The group should be commended for the stick-to-it-ness!

Sure proves all junior hi kids are not bad! How can we interest more?

Wish my junior hi kid would do something this worthwhile and get away from the "tube"!

LONGVIEW SCHOOL
11721 Kemp Mill Road
Silver Spring, Maryland 20902

PROGRAM EVALUATION - TEACHER ASSISTANT

1. To what degree do you think the Longview students improved in the recreational activity units?

Bowling:	18 much	2 some	0 little or none
Skating:	18 much	2 some	0 little or none
Swimming:	20 much	0 some	0 little or none

2. To what degree do you think you were helpful to the teacher and to the students?

Teacher:	20 much	0 some	0 little
Students:	20 much	0 some	0 little

3. Do you think the program should continue next year?

8 yes, as is 12 yes, with changes 0 no

If with changes, what changes do you suggest? See random sampling of student comments from evaluation of program.

4. How much more do you know about the moderately mentally handicapped child?

20 much 0 some 0 little or none

5. Do you think that the Longview students liked having teacher assistants?

20 yes 0 undecided 0 no

6. Did you enjoy participating in the program?

20 yes 0 no

If no, why not? See random sampling of student comments from evaluation of program.

7. Do you know more about careers dealing with the mentally retarded?

20 yes 0 no

Comments: Please take a few minutes to write some things you did and did not like about the program. Suggest changes or modifications that you have not noted above. You may refer to your logs. Please use the back of this sheet for comments.

Thank you for your cooperation.

Signature: _____ (You do not have to sign your name.)

RANDOM SAMPLING OF STUDENT COMMENTS FROM EVALUATION OF PROGRAM

Question Number Three:

Too long, could different students be used for summer school next year?

The logs should not be kept, need more time during the meetings to discuss things.

I didn't like keeping the logs.

I liked being in charge of some of the students. We should have more responsibility.

Question Number Six:

The Longview students were very nice.

I liked summer school best. I am going to be a teacher someday.

I really didn't understand everything. I do know that I helped the students a lot. I especially liked helping in swimming.

I didn't like the kids at first, but now I do!

I really took my job seriously. I was upset sometimes because some of the assistants would mess around.

Comments:

The counselor really helped me with my log.

The students improved in skating a lot.

Some of the students were very good in sports.

I am not sure bowling should be an activity. They could not even hit the pins.

Even though the students couldn't do very much, they all seemed to like the activities. I hope it was because of me.

I am going to miss the students from Longview, and I know that they are going to miss me!

Thanks, Mr. Smallwood and Ms. Bachtel - I will be back next year!

Teacher Assistants' Handbook

APPENDIX X: HANDBOOK

HANDBOOK

Introduction

Interaction between moderately mentally handicapped students and the non-handicapped population is needed in today's society. The handicapped must learn to function in a normal environment while the non-handicapped must learn to accept and help the handicapped person.

Scope of the Program

Approximately fifteen Southlawn seventh and eighth grade students will participate as teacher assistants in a nine month service program helping sixty moderately retarded students from Longview School. The activities included in the 1977-78 program will be bowling, skating, swimming, and gymnastics.

The Moderately Mentally Handicapped Student

The students involved in this program range in chronological age from five through twelve even though the school population ranges from five through twenty years of age. The mental level of these students will be similar to that of children from two and one half to six years of age. The child may be unable to talk or use conversational speech. Learning requires much repetition and one-to-one instruction. The children must be taught the things that seem to come naturally or be taken for granted in a normal child; it seems every task must be learned through instruction and is not learned automatically. This includes self-help skills, language development, motor skills, social, and recreational or leisure time activities.

Selection of Southlawn Students

The Southlawn students will be selected by a committee including:

Assistant Principal, Southlawn School
Principal, Longview School
Counselor, Southlawn School
Teacher, Southlawn School
Teacher, Longview School
Student, Southlawn Student Assistant 1976-77 (2)

Criteria for Teacher Assistant Selection

1) Seventh or eighth grade student

2) Student interest in becoming a teacher assistant

3) Teacher recommendation

4) Student grades, B average or above, must be maintained throughout the program

5) Counselor recommendation

6) Parental permission

7) Responsible behavior throughout previous school years

8) Commitment to service

The committee will select the required number of participants and at least ten alternates.

Parental Informed Consent

After determining which students are interested in the in-service program for the moderately mentally handicapped students, the committee will invite the parents to a meeting where an overview of the program will be presented. Parents will have the opportunity to ask questions and acquire the needed information by which to make a reasonable decision concerning involvement.

The responsibilities and commitment expected from the teacher assistants and alternates will be discussed, and the responsible nature of their tasks/duties will be explained. The parents will be able to send in a permission form which will be kept in the student's file.

No student may participate without parental permission.

Program Objectives

The three objectives of the program are:

1) To increase the moderately retarded students' individual skills in certain recreational or leisure time activities: bowling, skating, swimming.

2) To increase the opportunity to have individualized interaction with staff and assistants.

3) To teach acceptable related self-management skills socially required in recreational and/or leisure time activities to Longview students.

Role of Teacher Assistants

The teacher assistants act as "teachers" and cooperate with the professional staff to help the moderately retarded children improve their skills. The basic idea is to provide as much one-to-one instruction and supervision as possible. There is one teacher assistant for every five students. The teacher assistants are not responsible for the students except as assigned by the regular teacher. The teacher assistants are the additional eyes, ears, legs, etc., that are needed to make the

program work. All materials for the program will be supplied by Longview School.

In-service Program

The in-service program consists of six sessions, each forty-five minutes in length. The topics and major areas of discussion will include:

I. The moderately mentally handicapped child: characteristics, abilities, interests, needs

II. The field service program: teachers' responsibilities, teacher assistants' responsibilities, specific objectives

III. Recreational program: bowling, skating, swimming

IV. Management control: do's and don'ts

V. Related experiences: outdoor education, Special Olympics, garbage can carnival, lollipop concert, summer school

VI. Miscellaneous information: handbook, log, recognizing progress of students, related fields of work

Location of Activities

The program will take place either at Longview School or a public facility. The teacher assistants will be bussed to Longview once a week for a half day beginning in January and continuing until June. There will also be an opportunity to work during the summer school program for four weeks. Each teacher assistant will need to bring a bag lunch, but the beverage will be provided by Longview School.

Teacher Assistant Handbook

The teacher assistant's handbook will be revised each year by the handbook committee consisting of both staff and teacher assistants. The sponsor of this activity will be the counselor from Southlawn School. The purpose of the handbook is to assist the new teacher assistants as they enter the program and to communicate to interested persons. The handbook should answer the questions: Who? What? When? Where? Why? If the handbook answers these questions in a clear and concise manner to a person not familiar with the program, then it will be a valuable resource.

Evaluation of the Teacher Assistants

The evaluation of how well the teacher assistants are doing has not been very formal. This will be one of the objectives for the new program. If the retarded students improve their physical skills and acquire self-management skills, then the program is considered successful. If not for the teacher assistants, the program could not be managed. During the 1977-78 program, each teacher assistant will receive monthly a progress report by one of the administrators or one of the teachers. This progress report will describe each teacher assistant's strengths and weaknesses. Every teacher assistant finished the program last year, but some were better than others. The new program should help the teacher assistants improve as the program continues. The objectives and evaluation forms are not yet ready but will be included in next year's handbook.

Finally, each teacher assistant and alternate received a letter with a copy placed in his/her permanent school record stating that he/she successfully participated in the program. The letter can be used as a job reference when the occasion arises.

Teacher Assistant Logs

Each teacher assistant, with the help of the guidance counselor, will keep a daily log. The log is for the personal use of the teacher assistants and may be shared with others only if the teacher assistant agrees to do so. It is hoped that the logs would be shared so that others will be able to compare the activities, thoughts, feelings, and impressions that each teacher assistant writes about. The logs remain the personal property of the writer and will not in any way be graded or evaluated. It is very much like a diary. The information shared by this year's participants was greatly appreciated as it helped provide data to improve the program. Time is allowed at the end of each service day to make entries into the log.

Teacher Assistant Log Check Sheet:

1. Were the responsibilities clear?
2. Did I know in advance what I was supposed to do?
3. Were the students and teachers expecting me?
4. What did I do during the teaching session?
5. Did I help in some significant way?
6. Did the student(s) seem to respond to me, pleased with me?
7. What problems were there?
8. How did I handle the problem(s)?
9. Was there anything unusual about the day?
10. Did I enjoy working with the Longview students?

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

PARENT PERMISSION FORM

_____ has my permission to participate as a teacher assistant in the field service program. I understand that some classes will be missed and that my son/daughter will assume the responsibility for keeping abreast of his/her own school work. I am aware that the program will continue during the summer and will be held mostly at Longview School. I understand that transportation will be provided through the Montgomery County Public School System.

_____
Signature of Parent

_____
Date

SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

August 25, 1977

Dear _____,

As you now realize, your participation as a teacher assistant entailed a great deal of time and effort. We would like to thank you for the fine job that you did throughout the program. It was quite obvious that the teacher assistants were extremely important to the Longview students and their progress. While the skill development may appear slight, it is much more than could have been expected without your help. Without a doubt, you gave some of your free time to assist in a service project for others. Hopefully, some of you saw the thanks of the children in the smiles on their faces as you worked with them!

We would like to add that as a result of your dedication and hard work, plans are underway to expand the program during the spring of 1978.

Thanks again for a job well done!

Sincerely,

Wayne Smallwood

Wayne N. Smallwood

Dolores H. Bachtel

Dolores H. Bachtel

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SOUTHLAWN MIDDLE SCHOOL
1000 First Street
Rockville, Maryland 20851

September 20, 1977

Dear _____,

As you know, _____ has just completed six months as teacher assistant at Longview School. _____did a fine job and showed responsibility that will prepare _____ for decisions that will have to be made for the years ahead. ___ ___ worked hard and had a significant impact in helping a group of moderately mentally handicapped children achieve skill improvement in some important recreational activities. The Southlawn students helped the Longview teachers individualize instruction, a necessity to insure improvement in skill development. _____ learned a great deal about why mental retardation is considered a handicapping condition and how to work and interact with mentally retarded children. You can be proud of _____ efforts.

Ms. Bachtel and I are most willing to serve as a future reference for your _____. If you would like to talk about the program further or if there is any way either of us can help you or _____ in developing educational or work plans for the future, please do not hesitate to contact us (762-5680 or 948-8230). A copy of this letter will be included in _____ permanent school records.

Thank you for allowing your _____ to participate in this program.

Sincerely,

Wayne Smallwood

Wayne N. Smallwood

Dolores H. Bachtel

Dolores H. Bachtel